DOUBLE COHORT STUDY

PHASE 3 REPORT

for the

ONTARIO MINISTRY OF EDUCATION

Dr. Alan J.C. King, Principal Investigator
Social Program Evaluation Group
Queen's University

October 2003
January 2004 (Revised)

TABLE OF CONTENTS

Page

EXECUTIVE SUMMARY i

Part I. Introduction 1
- A. Purpose 1
- B. Research Team and Advisors 2
- C. Sources of Information 3
  - 1. Student Surveys in the Sample of Schools 3
    - a. The Schools 4
    - b. Student Respondents 5
  - 2. Ministry of Education Marks Distributions 7
  - 3. Ministry of Education Credit Accumulation Data 7
  - 4. Course Selection Information and School Timetables 8
  - 5. Course Calendars and Guidelines in Course Selection 8
  - 6. School Visits and Telephone Interviews 8
  - 7. Interviews with Key Informants 9
  - 8. Post-Secondary Application and Confirmations Data . 9
  - 9. Research Studies and Media Reports 10
- D. Report Organization 10

Part II. After Secondary School 12
- A. Introduction 12
- B. Evolution of Student Post-Secondary Plans 12
- C. Factors Influencing Post-Secondary Transition 13
  - 1. Student Plans and Achievement 14
  - 2. Post-Secondary Applications 16
    - a. College Applications and Confirmations – Fall 2003 20
    - b. University Applications and Confirmations 22
  - 3. OAC/Reorganized Program Grade 12 Marks Equivalents 22
- D. Influence of Ontario CAAT Applied Degree Programs 35
- E. Predicting University and College Application Rates 37

Part III. Student Achievement and Progress Toward Graduation 39
- A. Introduction 39
- B. Credit Accumulation after Grade 11 39
- C. Grade 11 Marks 41
- D. Grade 12 Marks 47
- E. Factors Affecting Student Progress 52
  - 1. Post-Secondary Plans 52
  - 2. Years Expected to Complete Secondary School/Graduation 54
  - 3. Students Planning to Take Time Off Before Post-Secondary Education 56
  - 4. Summer School 58

Page

5. Homework 62
6. Part-Time Jobs 66
7. Literacy Test 69
F. Estimating Graduation Rates 72

Part IV. Course Offerings, Selection and Delivery 75
A. Introduction 75
B. Determining Course Offerings 75
C. Student Timetables 81
D. Course Offerings – Calendar Analysis 83
1. Grade 11 Course Offerings 83
2. Grade 12 Course Offerings 90
E. Access to Courses 96
F. Issues 97

Part V. Factors Influencing Student Career Decisions 99

Part VI. School-to-Work Programming/Experiences 105
A. Progress of Students Taking Workplace Courses 105
B. Cooperative Education 106
C. OYAP 119
D. Other Work-Related Experiences 120

Part VII. Other Reorganized Program Initiatives 122
A. Community Involvement 122
B. Teacher-Adviser Program 125

Part VIII. Particularités des francophones en Ontario 129
A. Introduction 129
1. Objectifs de la recherche 129
2. Échantillon 130
B. Rendement scolaire dans les cours de base 131
1. Introduction 131
2. Rendement scolaire dans les cours de base 131
a. Français 11^{e} année 132
b. English 11^{e} année 133
c. Mathématiques 11^{e} année 134
d. Sciences 11^{e} année 134
3. Rendement dans les cours de base 136
a. Français 12^{e} année 136
b. English 12^{e} année 137
c. Mathématiques 12^{e} annèe 138
d. Sciences 12^{e} année 139
e. Français CPO 140
f. English CPO 141
g. Mathématiques CPO 142
h. Sciences CPO 143

Page

C. Comparaison du rendement des élèves francophones et anglophones dans les cours de base (12e année) 144
1. Français-English (langue d'enseignement de l'école) 144
2. Mathématiques 144
3. Sciences 145
D. Identité des francophones en Ontario 145
1. Questions portant sur l'identité culturelle 145
2. Compétences linguistiques 147

Appendix A: Double Cohort Surveys/
Enquête sur la double cohorte

Appendix B: Tables B1-B39 .... B-1 to B-17

LIST OF TABLES

Page

Table 1.1: Basic Sample of Participating Surveyed Schools & School Boards, by Region 5

Table 1.2: Survey Respondents (Phases 1, 2 & 3) 6

Table 2.1: Grade 12 & 5th Year Applicants to Colleges & Universities in 2003 (%) 17

Table 2.2: Number of Ontario Universities Applied to in 2003 (% Grade 12 & 5th Year Students) 18

Table 2.3: Number of Ontario Colleges of Applied Arts & Technology Applied to in 2003 (% Grade 12 & 5th Year Students) 18

Table 2.4: Number of Universities Applied to Outside Ontario (% Grade 12 & 5th Year Students) 19

Table 2.5: Applications & Confirmations for CAAT Applied Degree Programs (September 2003) 36

Table 3.1: Grade 12 Success Rates in Core English Courses 48

Table 3.2: Grade 12 Success Rates in Mathematics Courses 48

Table 3.3: Grade 12 Success Rates in Science Courses 49

Table 3.4: Grade 12 Success Rates in Selected Courses 51

Table 4.1: Year 4 Course Offerings/Enrolments – Five Schools 78

Table 4.2: Grade 11 English – Number of Schools Offering 84

Table 4.3: Grade 11 Mathematics – Number of Schools Offering 85

Table 4.4: Grade 11 Science – Number of Schools Offering 86

Table 4.5: Grade 11 Canadian and World Studies Number of Schools Offering 87

Table 4.6: Grade 12 English – Number of Schools Offering 90

Table 4.7: Grade 12 Mathematics – Number of Schools Offering 91

Table 4.8: Grade 12 Science – Number of Schools Offering 92

Table 4.9: Grade 12 Canadian and World Studies Number of Schools Offering 94

Table 6.1: Taking Cooperative Education Course This Year, by Gender (% Grade 11, Grade 12 & 5th Year in 2003, 'Yes') 108

Table 6.2: Is Co-op Experience Related to Career Plans (% Grade 11, Grade 12 & 5th Year in 2003) 112

Page

Table 6.3: Is Co-op Experience Related to Career Plans, by Gender (% Grade 11, Grade 12 & 5th Year in 2003) 113

Table 6.4: Is Co-op Experience Related to Career Plans, and Future Expectations (% Grade 11, Grade 12 & 5th Year in 2003) 113

Table 6.5: Reason for Taking Co-op (% Grade 11, Grade 12 & 5th Year in 2003, 'Yes') 115

Table 6.6: Reason for Not Taking Co-op This Year (% Grade 11, Grade 12 & 5th Year in 2003, 'No') 116

Table 6.7: Students Participating in OYAP 119

Table 7.1: Community Involvement Hours Completed by Spring 2003 (% Grade 11) 123

Table 7.2: Community Involvement Hours Completed by Spring 2003 (% Grade 12) 123

Tableau 8.1 : Rendement scolaire des élèves francophones et anglophones dans les cours de langue 144

Tableau 8.2 : Rendement scolaire des élèves francophones et anglophones en mathématiques 145

Tableau 8.3 : Rendement scolaire des élèves francophones et anglophones en sciences 145

Tableau 8.4 : Autoévaluation des élèves au niveau de leurs compétences linguistiques 147

Tableau 8.5 : Importance attribuée à la compétence linguistique par les élèves francophones 148

LIST OF FIGURES

Page

Figure 2.1: Post-Secondary Aspirations Between Grades 10 & 12 (First New Cohort) 13

Figure 2.2: Number of Applicants to CAATS (1998-2003) 20

Figure 2.3: College Applicants by Years in Secondary School 21

Figure 2.4: OAC & Year 4U English Mark Distributions Semester 1, 2002-03 25

Figure 2.5: OAC & Year 4U Mathematics Mark Distributions Semester 1, 2002-03 26

Figure 2.6: OAC & Year 4U Calculus Mark Distributions Semester 1, 2002-03 27

Figure 2.7: OAC Algebra & Geometry and Year 4U Geometry & Discrete Math Mark Distributions – Semester 1, 2002-03 28

Figure 2.8: OAC Finite Math & Year 4U Data Management Mark Distributions – Semester 1, 2002-03 30

Figure 2.9: OAC & Year 4U Biology Mark Distributions Semester 1, 2002-03 32

Figure 2.10: OAC & Year 4U Chemistry Mark Distributions Semester 1, 2002-03 33

Figure 2.11: OAC & Year 4U Physics Mark Distributions Semester 1, 2002-03 34

Figure 3.1: First New Cohort Credit Accumulation After Three Years, University vs. Other 40

Figure 3.2: English Mark Distributions, Grade 11 (Old & New Cohorts) 44

Figure 3.3: Mathematics Mark Distributions, Grade 11 (Old & New Cohorts) 45

Figure 3.4: Science Mark Distributions, Grade 11 (Old & New Cohorts) 46

Figure 3.5: Post-Secondary Plans, Grade 11 53

Figure 3.6: Post-Secondary Plans, Grade 12 53

Figure 3.7: Post-Secondary Plans – Grade 12, by Gender 54

Figure 3.8: Years Expected to Graduate – Grade 12 55

Figure 3.9: Years Expected to Graduate – 5th Year 55

Page

Figure 3.10: Years Expected to Graduate – Grade 12, by Post-Secondary Plans 56

Figure 3.11: Plan to Take a Year Off After High School Grade 12, by Post-Secondary Plans 57

Figure 3.12: Reason for Planning to Take Time Off Grade 12 & 5th Year 58

Figure 3.13: Took Summer School Course(s) Last Summer (% 'Yes'; Grade 11) 59

Figure 3.14: Reason for Taking Summer School Course(s) Grade 11 59

Figure 3.15: Took Summer School Course(s) Last Summer Grade 12 & 5th Year 60

Figure 3.16: Summer School Courses Completed – Grade 12 by Post-Secondary Plans 61

Figure 3.17: Reason for Taking Summer School Course(s) Grade 12 & 5th Year 61

Figure 3.18: Hours Per Week Spent on Homework Grade 12 & 5th Year 63

Figure 3.19: Hours Per Week Spent on Homework – Grade 11 by Post-Secondary Plans 64

Figure 3.20: Hours Per Week Spent on Homework – Grade 12 by Post-Secondary Plans 64

Figure 3.21: Hours Per Week Spent on Homework – Grade 11 65

Figure 3.22: Have A Paid Part-Time Job (%'Yes') – Grade 11 66

Figure 3.23: Have A Paid Part-Time Job (%'Yes') Grade 12 & 5th Year 67

Figure 3.24: Hours of Part-Time Work Per Week by Post-Secondary Plans – Grade 11 67

Figure 3.25: Hours of Part-Time Work Per Week by Post-Secondary Plans – Grade 12 68

Figure 3.26: Part-Time Hours by Credits Obtained – Grade 12 69

Figure 3.27: First New Cohort Credit Accumulation After Three Years 73

Figure 4.1: Reason Unable to Take First Choice Course(s) Grade 12 & OAC 97

Page

Figure 5.1: Influences on Educational and Career Plans, by Post-Secondary Plans – Grade 11 (% 'Very important' and 'Somewhat Important') 101

Figure 5.2: Influences on Educational and Career Plans by Post-Secondary Plans – Grade 12 (% 'Very important' and 'Somewhat Important') 102

Figure 5.3: Influences on Educational and Career Plans, by Post-Secondary Plans – 5th Year (% 'Very important' and 'Somewhat Important') 103

Figure 5.4: Post-Secondary Plans Between Grades 10 & 12 (First New Cohort) 104

Figure 6.1: Taking Cooperative Education This Year Grade 11 (% 'Yes') 107

Figure 6.2: Taking Cooperative Education This Year Grade 12 & 5th Year in 2003 (% 'Yes') 108

Figure 6.3: Took Cooperative Education This Year (% Grades 11, 12 & 5th Year in 2003) 109

Figure 6.4: Post-Secondary Plans & Involvement in Co-op Education, Grade 11 (% in 2003) 110

Figure 6.5: Post-Secondary Plans & Involvement in Co-op Education, Grade 12 (% in 2003) 110

Figure 6.6: Post-Secondary Plans & Involvement in Co-op Education, 5th Year (% in 2003) 111

Figure 6.7: Participated in Career-Related Experiences Grade 11 in 2002-03 (% 'Yes') 120

Figure 6.8: Participated in Career-Related Experiences Grade 12 & 5th Year in 2003 (% 'Yes') 121

Figure 7.1: Community Involvement Hours Completed by Credits Earned – Grade 12 124

Figure 8.1: Rendement scolaire – 11e année (Français) 132

Figure 8.2: Rendement scolaire – 11e année (English) 133

Figure 8.3: Rendement scolaire – 11e année (Mathématiques) 134

Figure 8.4: Rendement scolaire – 11e année (Sciences) 135

Figure 8.5: Rendement scolaire – 12e année (Français) 136

Figure 8.6: Rendement scolaire – 12e année (English) 137

Figure 8.7: Rendement scolaire – 12e année (Mathématiques) 138

Page

Figure 8.8: Rendement scolaire – 12e année (Sciences) 139

Figure 8.9: Rendement scolaire – CPO (Français) 140

Figure 8.10: Rendement scolaire – CPO (English) 141

Figure 8.11: Rendement scolaire – CPO (Mathématiques) 142

Figure 8.12: Rendement scolaire – CPO (Sciences) 143

EXECUTIVE SUMMARY

The purpose of Phase 3 of the Double Cohort Study was to provide information on student progress toward graduation and course achievement with the implementation of the Reorganized Program.

Sources of information for Phase 3 of the Double Cohort Study include the following: college and university student application and registration information from the Ontario College Application Services and the Ontario Universities' Application Centre; credit accumulation and marks distributions from the Ministry of Education; interviews with administrators, teachers and students; questionnaires administered to students in Grades 11 and 12 and Year 5 from the sample of schools drawn in Phase 1; and school calendars and master timetables from a smaller sample of schools. The following includes major findings of the study and recommendations, where appropriate.

Secondary School Graduation Rates

The graduation rate for the first cohort of the new secondary school program after four years is about 62 percent based on the Grade 9 enrolment four years before. This figure is substantially lower than previous program graduation rates after five years. It appears that about 30 percent of students have returned for a fifth year. A substantial proportion of these students will graduate bringing the figures just below the graduation rates of the previous five-year program. About one-quarter of students in the first cohort of the Reorganized Program are unlikely to graduate. The main reason is the high failure rates in some Grades 9 and 10 courses.

University Participation Rates

University participation rate refers to the percentage of Grade 9 enrolment that goes directly from secondary school to university (currently about 28%). This participation rate is likely to increase because:

1. The proportion of students planning on university has not been reduced as much after four years in the Reorganized Program as it had been after five years in the previous program, i.e., the university-planning pool is larger in the new program.

2. The path to university is more achievable than previously because of lower failure rates in Grades 11 and 12 university-preparation courses and high levels of achievement for university-planning students in university/college-preparation courses.

College Participation Rates

More students apply to college having been out of secondary school at least one year than do students directly from secondary school, and this ratio is not likely to change. The size of the pool of potential college registrants does not appear to have changed as a result of the Reorganized Program, and, therefore, college participation rates will remain about the same.

New Curricula

The review of new curricula currently underway should take into account the following findings:

1. The number of students with passing grades is greater in almost all new Grade 11 and 12 courses in comparison with similar courses in the previous program.
2. Low levels of achievement in Grades 9 and 10 Applied courses, especially Mathematics, act as a deterrent to student motivation and to subsequent graduation.
3. Since Grade 10 Essential Skills courses do not qualify as required course credits, the transition to Grades 11 and 12 workplace preparation courses for students who take the Grade 10 Essential Skills courses is adversely affected.
4. Grades 11 and 12 courses (especially courses in Canadian and World Studies, and Social Sciences and Humanities) need to be reviewed for their relevance, viability, and scheduling issues.
5. Since schools cannot offer the full range of 160+ Grades 11 and 12 courses, it would be helpful for the Ministry of Education to provide guidance to school boards and schools in determining course offerings to ensure appropriate

criteria are met when courses are offered. For example, establish recommended minimum course offerings.

Students At Risk

In the past year, at the request of the Ministry of Education, school boards have established at-risk committees in order to develop programs to improve the achievement and progress of mainly two groups of students: (1) students taking mostly Applied courses in Grades 9 and 10; and, (2) students taking Essential Skills courses in Grade 9. For the first group, the general approach taken to resolve the problems has been to design support programs involving remediation and upgrading. For the second group, one approach taken so far has been to develop a course sequence that may facilitate a transition to Grade 11 Workplace courses for these students (typically, Grade 9 Essential Skills, Grade 9 Applied, Grade 11 Workplace). Alternative scheduling modes such as destreaming Grade 9 are being considered. These approaches may be successful if accompanied by fundamental change in the content and structure of certain courses:

1. the Grades 9 and 10 Applied courses (especially Grades 9 and 10 Mathematics, English and Science, Grade 9 Geography, and Grade 10 History) must be modified to be consistent with the needs and abilities of the 25 percent of students who take them; and,
2. assigning required course credit value to Grade 10 Essential Skills courses in English, Mathematics and Science would facilitate the transition of students who take these courses to Workplace course sequences in Grades 11 and 12.

Teacher-Adviser Program

The Teacher-Adviser Program appears to have little influence on students' career and educational plans and varies widely across the province in terms of implementation and format for delivery. There is an urgent need for a review of the program for effectiveness and for best practices modeling.

Community Involvement

Sufficient opportunities for students seem to be available to meet the requirement for 40 hours of Community Involvement before graduation. There was a great deal of scrambling for some students to meet this requirement in the latter part of Grade 12. Some did not realize that it was a requirement for university admissions (i.e., that it was part of the OSSD). Some difficulties were experienced in program administration and record keeping. A detailed manual based on best practices would facilitate its effective implementation in the schools.

Cooperative Education

Cooperative Education enrolments in Grade 11 declined for the second cohort of the Reorganized Program, but enrolments were stable in Grade 12 with nearly half of the students who took Cooperative Education planning on college.

Gender

Substantially more young women than young men enroll in both university and college. Gender differences in aspirations to attend university are quite pronounced throughout secondary school.

Francophone Students in Ontario

The following findings are particularly relevant with regard to Francophone students:

1. In every core course (Français, English, Science and Mathematics), the academic performance of the second new cohort of Grade 11 students in French-language schools is similar to that of those from the first new cohort.
2. Generally, students who took university preparation courses obtained better results than students who took college preparation courses.
3. The academic achievement of Francophone and Anglophone students in Grade 12 core courses is similar.
4. The cultural identity of Francophone students appears to be ambiguous. On the one hand, having a better understanding of their French culture is of little or no importance to just over one-half of them. (Close to two-fifths of them want to

pursue their post-secondary education in English programs and speak English at home.) On the other hand, close to 60 percent of them believe that their identification with French-language culture is important or fairly important.

Part I. Introduction

This report provides the results of the third phase of the Double Cohort Study. Phase 3 was conducted during the 2002-03 school year. Phase 1 was conducted in 2000-01 and Phase 2 in 2001-02[1].

A. Purpose

The original overall purpose of the study was twofold: first, to develop projections on application rates to Ontario colleges and universities for 2003 when the graduates of the Reorganized Program (or restructured program) converged with the graduates of the previous program; and second, to examine the implementation of the restructured program and determine its impact on student progress to graduation. At the same time, success in the new program has clear implications for students' post-secondary aspirations. We briefly revisit the actual applications to colleges and universities in light of the projected figures and consider the implications of the patterns for future enrolments. More specifically, the purpose of the Phase 3 Report is:

- to provide information on student progress and achievement in the restructured program in Ontario secondary schools, including Grades 11 and 12 courses offered by schools and selected by students, overall credit accumulation, and marks in English, Français, Mathematics and Science as well as in all other courses;
- to compare student progress (credit accumulation) and achievement (marks in particular courses) in the last of the old cohorts of the previous program and the first and second new cohorts[2] in the restructured program;

---

[1] See the Ministry of Education website for the Phase 2 report: www.edu.gov.on.ca/eng/document/reports/dcohortp2.html and www.edu.gov.on.ca/fre/document/reports/dcohortp2.html

[2] The first new cohort began Grade 9 in the restructured program in 1999-2000. The second new cohort, began Grade 9 in the restructured program in 2000-2001. The 'old cohort', the last cohort in the previous secondary school program, OSIS, began Grade 9 in 1998-1999.

- to identify factors influencing student progress in the restructured program, including the role that summer school courses, homework and part-time jobs play;
- to provide information on courses selected and enrolled in by Grades 11 and 12 students, and accessibility to courses, particularly as it is influenced by the school timetable development;
- to identify students' post-secondary plans and factors influencing their educational and career plans;
- to examine work experience programming in the secondary schools in terms of offerings and enrolments;
- to provide information on the Community Involvement initiative and the Teacher-Adviser Program; and,
- to provide information on the above with regard to francophone students, and to identify differences where they exist between francophone and Anglophone students.

The climate of uncertainty regarding university and college opportunities for double cohort students has permeated the study period and made it difficult to obtain a clear picture of what might happen in September 2003. The Government announcements of funding for the increased number of spaces over this past school year did not dispel the uncertainty experienced by students and their parents during the first semester, but the actual creation of additional spaces and subsequent acceptances to university and college of many students later in the second semester did much to alleviate the tensions.

B. Research Team and Advisors

For this Phase 3 and for Phase 4 in 2003-04, the research team consists of Drs. Alan King, Wendy Warren, Will Boyce and Peter Chin, and Matthew King associated with the Social Program Evaluation Group at the Faculty of Education of Queen's University; Dr. Jean-Claude Boyer from Ottawa and l'Université du Québec à Hull; and Barry O'Connor, Director of the Limestone District Board of Education. The research team has worked and will continue to work in collaboration with Ministry officials from the Secondary School Policy and Programs Branch, the Information Management Group (IMG), and the French Language Education Policy and Programs Branch (FLEPPB). Grant Clarke, Executive Coordinator of the Secondary School Project (SSP) when the study began and currently Director of the Secondary School Policy and Programs Branch, has the major responsibility for project design and coordination. Mark Zielinski, also with the SSP, assists with project coordination and is responsible for communication on the project, and Patricia Smith, the IMG's Manager, coordinates the data collection, data entry and data processing for the Queen's team analysis. Sylvie Longo and colleagues from FLEPPB are involved in collaborating with the research team on the French instruments and data interpretation. Jamie Mackay, Executive Director, and Ron Scriver, Director of Operations, of the Ontario Universities' Application Centre (OUAC), and Greg Hughes, Director, and Catherine Bell, both of the Ontario College Application Services (OCAS), collaborated by having data files prepared for the research team.

An external advisory group, composed of secondary school principals, guidance counsellors and board administrators also provides advice to the research team on the questionnaire and data collection methods.

C. Sources of Information

Sources of information used for this phase of the study were as follows: student surveys in a sample of schools, Ministry of Education data files of marks and credit accumulation, school calendars, students' course selection option sheets, interview and focus group data, key informant interviews, research studies and media reports. Each information source is described below.

1. Student Surveys in the Sample of Schools

A major component of the study was the follow up in 2002-03 of students involved in the survey of the previous two phases--the last of the old cohorts this year in their 5th year, the first of the new cohorts this year in Grade 12 and the second new cohort this year in

Grade 11. In collaboration with Ministry advisors, the Queen's research team designed the three student survey instruments and developed the methodology for collecting the data from the school sample selected to represent Ontario schools in Phase 1 of the study. The research team worked with IMG staff to have the data entered and appropriately summarized into statistical reports so that the data could be analyzed at Queen's University.

a. The Schools

Table 1.1 indicates the number of schools from the basic sample of 150 that were systematically selected within their boards and regions for participation in Phase 1, Phase 2 and this Phase 3. Based on the data that were processed in time for this report, a total of 135 schools participated in the Phase 3 survey from 57 district school boards. Some schools declined to participate, and the data from some schools were received too late. All regions of the province were represented. The breakdown by school types in the basic sample for Phase 3 was as follows: 93 public schools (86 English; 7 French); 42 Roman Catholic Schools (34 English, 8 French).

Table 1.1: Basic Sample of Participating Surveyed Schools & School Boards, by Region

Region	Type		Schools			School Boards		
			Phase 1	Phase 2	Phase 3	Phase 1	Phase 2	Phase 3
North	Public	English	13	10	14	7	7	7
		French	2	2	3	1	1	1
	Catholic	English	2	2	2	2	2	2
		French	3	3	3	3	3	3
	Subtotal		**20**	**17**	**22**	**13**	**13**	**13**
South-East	Public	English	15	13	13	5	5	4
		French	2	3	2	1	1	1
	Catholic	English	4	4	5	2	3	4
		French	1	2	2	1	2	2
	Subtotal		**22**	**22**	**22**	**9**	**11**	**11**
South-West	Public	English	19	20	20	6	6	6
		French	-	-	-	-	-	-
	Catholic	English	6	6	7	5	5	5
		French	1	1	1	1	1	1
	Subtotal		**26**	**27**	**28**	**12**	**12**	**12**
Toronto (GTA)	Public	English	13	19	11	1	1	1
		French	-	1	-	-	1	-
	Catholic	English	7	8	11	1	1	1
		French	-	0	-	-	-	-
	Subtotal		**20**	**28**	**22**	**2**	**3**	**2**
Central Area	Public	English	32	26	28	11	11	10
		French	2	1	2	1	1	1
	Catholic	English	12	10	9	8	6	7
		French	2	2	2	1	1	1
	Subtotal		**48**	**39**	**41**	**21**	**19**	**19**
Total			**136**	**133**	**135**	**57**	**58**	**57**

In addition to the basic sample, special samples had been selected systematically in Phase 1 to represent particular groups (i.e., French language students, recent immigrant students, Aboriginal students, and students from rural communities). For the French analysis in this report, only the French school oversample (consisting of 8 schools) was used, in conjunction with the 15 French schools in the basic sample for a total of 23 sampled schools.

b. Student Respondents

The numbers of students who participated in the survey that was administered in Phases 1, 2, and 3 are presented in Table 1.2. In the Phase 1 Report, those in Grade 10 were students in the first new cohort (n = 19,487 English; 879 French--basic sample), and those in Grade 11 were in the old cohort (n = 18,106 English; 899 French--basic sample). In the Phase 2 Report, those in Grade 10 were students in the second new cohort (n = 18,664 English; 1,066 French—basic sample), those in Grade 11 were in the first new cohort (n = 17,830 English; 987 French—basic sample), and those in Grade 12 were in the old cohort (n = 10,394 English; 855 French—basic sample). In this Phase 3 Report, those in Grade 11 were students in the second new cohort (n = 17,403 English; 1,141 French—basic sample), those in Grade 12 were in the first new cohort (n = 15,444 English; 991 French—basic sample), and those in their 5th year were in the old cohort (n = 7,218 English; 493 French—basic sample). The total number of students from the basic sample for whom survey data were entered and processed in preparation for the Phase 1 Report was 39,371, for Phase 2, 49,796 and for Phase 3, 42,690.

Table 1.2: Survey Respondents (Phases 1, 2 & 3)

Phase 1		**Phase 2**		**Phase 3**	
Grade	**Total n**	**Grade**	**Total n**	**Grade**	**Total n**
10 (1st new cohort)	20,366	10 (2nd new cohort)	19,730		
11 (old cohort)	19,005	11 (1st new cohort)	18,817	11 (2nd new cohort)	18,544
		12 (old cohort)	11,249	12 (2nd new cohort)	16,435
				5th Year (old cohort)	7,711
Total Students:	**39,371**	**Total Students:**	**49,796**	**Total Students:**	**42,690**

Proportions of females and males were very similar across the grades in all three phases. The augmented file used in Phase 1 for the Franco-Ontarian analysis included 2,572 students, 1,131 males and 1,441 females, in Phase 2, 3,284 students (counting those for whom some data were missing), 1,510 males and 1,727 females, and in Phase 3, 3,694 students, 1,669 males and 2,017 females (8 students did not record their gender).

The English and French survey instruments can be seen in Appendix A.

2. Ministry of Education Marks Distributions

Ministry of Education's Information Management Group's data files of the first semester marks in 2002-03 in English, Mathematics and Science for Grades 11 and 12 as well as OACs in 5th year were analyzed. Information from this analysis were based on information reported to the Ministry from 644 Ontario secondary schools (including 61 French schools).

In Phase 4, the combining of questionnaire responses with actual marks obtained by the students will enable us to describe more fully the characteristics of students taking the various types of courses and the factors that influence their achievement.

3. Ministry of Education Credit Accumulation Data

Ministry of Education's Information Management Group's provincial data files of three years of student achievement in English, Mathematics, and Science and credit accumulation for first cohort students. The data were cleaned to facilitate marks distributions and credit accumulation analyses which included three years of marks and credit accumulation for the first new cohort and four years of them for the old cohort as well as two years of marks and credits for the second new cohort. Some schools were removed from the analysis because their information was inconsistent or incomplete. Depending on the particular analysis, the number of English schools employed in the credit accumulation analyses ranged from 583 (for Grade 11) to 537 (for Grade 12), and the number of French schools was 61 for both grades. This information was used to compare actual credits accumulated by students in the first new cohort and the old cohort after three and four years (respectively) in secondary school and students in the second new cohort after two years in secondary school. Students from the first new cohort and the old cohort were compared on their achievement in English, Français, Mathematics and Science courses by type of courses taken. The analysis also enables an examination of changes that had taken place in the credit accumulation and marks of the first two cohorts through the restructured program.

4. Course Selection Information and School Timetables

Information on Grade 11 courses selected in early spring 2002 was received from 18 of the 80 schools in the sample. Most of the schools provided the information in hard copy while a few provided electronic versions. Data were employed from the 18 schools to examine patterns of course delivery. However, only five schools' data were used to examine the relationship between student course selection and actual school schedules, i.e., addressing the question, Did sufficient students select a course to warrant offering the course?

5. Course Calendars and Guidelines in Course Selection.

In Phase 3, 80 schools that were randomly selected in Phase 2 were asked by the Ministry of Education again to provide school calendars and Grade 11 student course selection information. Thirty of the schools sent 2002-03 calendars that were used in the analysis. The calendar analysis provided information about: (1) the courses offered to students; (2) course and program sequences; and (3) school-to-work programming (e.g., Cooperative Education and Ontario Youth Apprenticeship Program or OYAP). The school calendars provided the basis for analysis of the documentation given to students to prepare them for course selection. OUAC's INFO and OCAS's CommuniCAT, outlining post-secondary program requirements, were used to assess information available to secondary school students regarding post-secondary education and career planning.

6. School Visits and Telephone Interviews

Interviews with administrators, guidance counsellors and department heads and focus group discussions with students occurred during visits in 6 schools (5 English–4 public, 1 Roman Catholic; and 1 French public school). Telephone interviews were carried out in another 6 schools with administrators, guidance counsellors, department heads and other teachers (5 English–4 public, 1 Roman Catholic; and 1 French Roman Catholic school.)

The themes of the administrator and staff interviews included: appropriateness of courses (their type and range) for target groups; student achievement; student assessment and procedures; course delivery and scheduling issues; literacy test issues; TAP/TAG; impact of restructured program on enrolments; school climate; workplace programming; and double cohort issues. The student focus group themes included: post-secondary plans and concerns about admission to post-secondary education and preparation for work; achievement and workload; school-to-work involvement and perception; summer school; course access, relevance and difficulties; school climate; the new curriculum; Community Involvement placements; TAP/TAG; and relationships with teachers. The numbers of Anglophone students involved in the discussions were 45 Grade 10s, 62 Grade 11s and 54 Grade 12s.

7. Interviews with Key Informants

These included representatives from the Council of Universities (COU) selected Universities and Colleges, the Association of Colleges of Applied Arts and Technology (ACAATO), and secondary school guidance counsellors. Information was sought about plans for accommodating the double cohort, feedback received from Government, Colleges' Applied Degree Programs, and other issues related to the double cohort.

8. Post-Secondary Application and Confirmations Data

OUAC and OCAS provided the information used to analyze university and college application and registration statistics. In Phase 1, five years of data (1996 to 2000) were obtained from OUAC, and four years from OCAS (1996 to 1999), and data for the subsequent years were obtained for Phases 2 and 3. Meetings were held to examine the nature of the data available in relation to the research team's specific requests, clarification of terms, expectations and types of analyses, timelines for data availability, and access to the numbers of missing students who apply directly to universities. It was agreed to remove first year re-registrants and direct-to-university applications from the basic analysis. Arrangements were made to receive first year student applications information for 2001-02 and 2002-03, and applicant confirmations for those years to serve as proxy data for first year registrations that were not yet available.

9. Research Studies and Media Reports

The following sources were consulted: research papers (e.g., Fontaine C. and Mills S., OCUFA, June 2001; Spencer B., McMaster University, March 2002; OECTA, March 2002); reports from People for Education; media reports and newspaper articles pertinent to the double cohort. Preparing for the double cohort analysis has elicited great interest on the part of parents, students, school staff, and the larger public. An effort was made to assess these sources of information and responses in terms of their impact on student decision making, and Government, university and college responses.

The information from these various sources was referred to and integrated, as appropriate, within relevant areas of the report.

D. Report Organization

This report is organized into eight parts. Part II describes the factors influencing the transition of students from post-secondary school to college and university, and the equivalency of OAC and Grade 12 course marks, and considers Applied Degree Programs in the colleges as well as application rates to colleges and universities in the future. Part III presents information on student achievement and progress toward graduation, including factors influencing progress, such as summer school, homework, part-time jobs and the Literacy Test. Part IV addresses course offerings, selection and delivery aspects of the Reorganized Program's implementation. Part V presents information on the role that external factors and individuals play in students' educational and career planning. Part VI presents information on school-to-work programming. Part VII addresses the implementation of two additional aspects of the Reorganized Program—Community Involvement and the Teacher-Adviser Program (TAP). Part VIII presents student achievement information for francophone students and the results for students involved in the survey from the French school sample.

The findings are summarized in the text in figures and tables, as appropriate. The responses of the two new cohorts (the first from Grade 12 this year – 2002/2003 and from Grade 11 last year, and the second new cohort from Grade 11 this year) and the old cohort students (in 5th year this year) who participated in the survey are appropriately integrated within pertinent sections. Appendix B provides selected English tabular data in further detail and Appendix C, French data. Some of the tables and figures present the Grades 11 and 12 student questionnaire data cross-tabulated by students' projected post-secondary plans, also referred to in the report as 'destinations' or 'aspirations'.

Part II. After Secondary School

A. Introduction

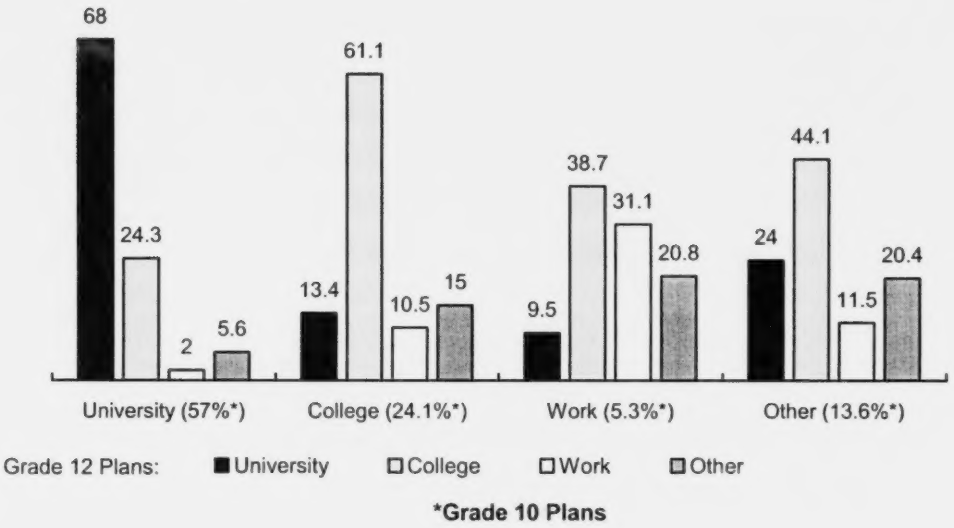
Not only has it been difficult to predict college and university application rates for 2003-04, but secondary school administrators have found it particularly problematic this year to determine the numbers of students who will remain in their schools for a fifth year. Many secondary schools undertook surveys of students in the early spring in order to provide their school board with estimates of fifth year enrolments for fall staffing purposes. However, in the latter part of the spring when more university spaces were made available to applicants, these estimates had to be revised in anticipation of smaller numbers returning to secondary school. Post-secondary education planning also had to be revised because of a number of factors that would have a direct influence on college and university applications. In this part of the report, we identify the factors influencing college and university application rates as well as secondary school graduation rates.

B. Evolution of Student Post-Secondary Plans

One of the most important outcomes of the Double Cohort Study is the opportunity it has provided to examine the evolution of student post-secondary plans over time and identify the factors that influence the planning process. This analysis is well underway and the first stage of it is reported below.

Figure 2.1 presents the post-secondary plans of approximately 10,000 students when they were in Grade 10 and again when they were in Grade 12. It was not surprising to find that about two-thirds of the students who planned on university in Grade 10 also continue to have such plans in Grade 12. About one-quarter of this group had changed their plans and decided to go to college by the time they reached Grade 12. What was surprising, however, was that about 13 percent of those planning on college in Grade 10 and about 10 percent of those planning to go to work had revised their plans and planned to attend university. Over 60 percent of those planning on college in Grade 10 had similar plans in Grade 12. The 'other' category included primarily students who were uncertain of their plans, but also students who planned on private vocational school or an apprecticeship. About one-quarter of this group planned on university by Grade 12 and 44 percent, college. This rapidly evolving planning process is highly correlated with school achievement. Many students do not finalize their plans until the latter stage of Grade 12; even decisions made at that time can be tentative until they hear the outcome of their applications with hoped-for acceptances received from universities and colleges. We plan to elaborate on the dynamics of this decision making process with further analysis of the longitudinal data file.

Figure 2.1: Post-Secondary Aspirations Between Grades 10 & 12 (First New Cohort)



'Other' includes 'Private Vocational School', 'Apprenticeship', and 'Uncertain'.

C. Factors Influencing Post-Secondary Transition

It was not the intent of Phase 3 of the Double Cohort Study to continue the development of projections of post-secondary enrolments. However, there are a number of factors deriving directly from the implementation of the Reorganized Program that have long-term implications for enrolments in colleges and universities. The first segment of the following analysis is designed to illustrate the shift in student aspirations and achievement that will have long-term implications for post-secondary participation rates. The second segment examines the growth in student interest in post-secondary alternatives such as programs outside the province. The last part of this section represents an effort to determine equivalency of OAC courses and the Reorganized Program's university-preparation (U) courses.

1. Student Plans and Achievement

The following findings help explain: (1) the numbers of students registering in Ontario universities and colleges in the fall 2003; (2) the overall progress of students to graduation (the magnitude of the future pool of university and college applicants); and, (3) the impact of university and college acceptances on secondary school enrolments for 2003-04. The issue of student progress to graduation is developed throughout the report.

1. The proportion of students planning on university was greater in Grade 11 for the first cohort than in Grade 12 of the previous program, that is to say, the potential pool of applicants to university had not been whittled down to the same extent at the time that students submitted applications to university. As a result, there was a greater proportion of students applying to post-secondary institutions from the Reorganized Program than was the case with students graduating with OACs in the previous system.
2. The vast majority of 5th Year students applying to university had taken OAC course(s) while they were in their fourth year of secondary school. At the time they applied, none of the Reorganized Program Grade 12 university applicants had completed a single Grade 12 U or U/C (university/college-preparation) course. In other words, this latter group had received no feedback that they had completed a Grade 12 course successfully at the time they applied to university (i.e., their first term Grade 12 marks were not available until February 2003).

3. There were relatively low failure rates in Grade 11 U courses, and, therefore, achievement in these courses did not serve as much of a deterrent in planning for university.
4. Grade 11 students planning on university typically took a combination of U and U/C courses, and because they tended to be the higher achieving students in the U/C courses, they experienced little failure and achieved high marks.
5. First semester 2002 and 2003 Grade 12 and OAC marks were very similar (5th Year students received slightly higher marks in Mathematics), but failure rates were consistently lower in 4U courses.
6. The numbers of students attending summer school have been growing. Students enroll in summer school courses in order to make up for missing credits and to upgrade their marks to increase the potential for university and college acceptances.
7. Many university-planning Grade 12 students took a mix of 4U and 4U/C courses to meet university requirements, while 5th Year students were required to take six OAC courses. (Although most students took English 4U, a 4U Science, or Mathematics U or U/C, they typically filled up the rest of their timetables with U/C courses.) Therefore, it appears that students planning on university in the new program had and will have an easier route to meeting university requirements.
8. The university-bound students who planned to take time off after secondary school or who planned to take a fifth year at secondary school were encouraged to submit applications to universities. When they were accepted this changed their plans to delay university entry.
9. The comparatively larger pool of university-planning students in the Reorganized Program had reached Grade 12 with little or no credit loss and experienced similar success in the first semester of Grade 12.
10. On the other hand, many of the college-aspiring group (along with other students not enrolled in U courses) had experienced substantial credit loss by Grade 12 (not unlike their peers in the previous system).

11. Some teachers made accommodations to ensure marks distribution equivalence in OAC and 4U courses.
12. The double cohort has encouraged students to expand their horizons regarding post-secondary education; that is, to consider institutions outside the province and to consider applying to both college and university.

2. Post-Secondary Applications

In this section, we examine differences between Grades 12 and 5th Year students in terms of the proportions who applied to colleges and universities. The mix of student aspirations in the fifth year of the previous program was quite different from those in the fourth year of the Reorganized Program in that there was a greater proportion of 5th Year students taking university-preparation courses (see Figures 3.5 and 3.6, Post-Secondary Plans, Grades 11 and 12, p.55). While it is true that there were students in their fifth year of secondary school taking courses to graduate (usually fourth year courses) and taking courses to meet college admission requirements, the majority were taking OAC courses with the intent of applying to university. Many of this latter group of students had already completed some of their OAC requirements and most had met the OSSD graduation requirements.

The first cohort of students in Grade 12 of the Reorganized Program was made up of a number of broad categories of students: about one-third would not graduate that year; about 28 percent would register in a university, and about 20 percent would register in a college.

Forty-two percent of Grade 12s compared with only 19 percent of 5th Year students did not apply to either a college or university (see Table 2.1). Of those who did apply to a post-secondary institution, proportionally more of the 5th Year students applied to a university and proportionally more of the Grade 12s applied to a college. Of those who applied to post-secondary institutions outside Ontario, almost all had also applied in Ontario.

Table 2.1: Grade 12 & 5th Year Applicants to Colleges & Universities in 2003 (%)

Applicants	Grade 12	5th Year
Did not apply	42	19
Applied to: Ontario college only	18	15
Ontario university only	33	51
both college & university	7	15
Total	100%	100%
college outside of Ontario	1*	1*
university outside of Ontario	6*	9*

Source: OUAC

*These percentages are based on all who applied to post-secondary institutions.

As might be expected more of the 5th Year students applied to both college and university, and more of them applied to universities outside the province. These patterns reinforce the structural differences between Grade 12 in the Reorganized Program and the 5th Year; that is, the majority of students in the 5th Year take OAC courses designed to prepare them for university while Grade 12 is designed to serve students who could proceed to not only university but other destinations—college or the workplace.

Tables 2.2, 2.3, and 2.4 compare Grade 12 and 5th Year applicants to post-secondary institutions in terms of the number of applications they made. Over the past two or three years, there has been an increase in the number of universities applied to by secondary school students. The norm had been about three per student and this was likely related to the standard fee for one to three university applications. However, because of the uncertainty about access to universities, there has been an increase in applications per student over time and, especially this year, in the number of applications to Ontario universities, as well as to universities outside Ontario. Nevertheless, the mode of the distributions of numbers of applications is still three despite far more students applying to more than three. As can be seen from Table 2.2, 15.8 percent of Grade 12 applicants and 16 percent of 5th Year applicants applied to six or more universities. The distributions for the Grade 12 and 5th Year numbers of universities applied to are quite similar.

Table 2.2: Number of Ontario Universities Applied to in 2003 (% Grade 12 & 5th Year Students*)

Universities	Grade 12	5th Year
1	11.4	9.0
2	10.4	9.4
3	31.1	32.4
4	17.5	18.0
5	13.7	15.2
6 or more	15.8	16.0

*These percentages are based on all who applied to Ontario universities.

Table 2.3 presents the number of Ontario CAATs applied to by Grade 12 and 5th Year college applicants. The proportions of applicants in both years applying to two, three, and four Ontario colleges were similar. The largest proportion in both years applied to five or more; over 30 percent of the 5th year applicants and 27.6 percent of the Grade 12 applicants.

Table 2.3: Number of Ontario Colleges of Applied Arts & Technology Applied to in 2003 (% Grade 12 & 5th Year Students*)

Ontario CAATs	Grade 12	5th Year
1	25.9	20.8
2	13.7	14.5
3	19.9	20.7
4	12.9	13.1
5 or more	27.6	30.9

*These percentages are based on all who applied to Ontario CAATs.

The distributions of Grade 12 and 5th Year applicants to universities outside Ontario are also similar, although more of the 5th Year students (9%) than Grade 12 students (6%) applied to a university outside Ontario. The proportions of Grade 12 and 5th Year applicants applying to one, two, three, four or more of universities outside Ontario were very similar (see Table 2.4). The majority applied to only one university outside Ontario.

Table 2.4: Number of Universities Applied to Outside Ontario (% Grade 12 & 5th Year Students*)

Universities	Grade 12	5th Year
1	62.8	60.7
2	22.2	23.3
3	9.5	9.4
4 or more	5.5	6.6

*These percentages are based on all who applied to universities outside Ontario.

Of the Grade 12 students, 2.6 percent applied to at least one college or university outside of the country, and of the 5th Year students, 2.4 percent did so.

Students were quite complacent about their college and university applications in May when they had heard about acceptances as opposed to how others felt earlier in the spring when they had not yet heard the outcome.

> *I had five applications for two colleges, and was accepted for four of the five programs I applied to—one was for ECE and the other for Services Development at the two colleges. If I hadn't been accepted, I would have returned for a fifth year.* Grade 12 college-bound female

> *My marks were very low when I applied because I just stopped caring. I applied to two program at [each of] two colleges. I was accepted in Hotel and Restaurant Management at one and in that same program and Travel and Tourism at another—both two year programs. There isn't much work in Travel now, so I'll take the first [program] and maybe go back and do Travel and Tourism later. I was thinking of going to night school if I hadn't made it, and applying again for January.* Grade 12 college-bound female

Seven of eight Grade 12 students interviewed in a suburban school were accepted at all colleges applied to; one student planning to return to improve his marks. One commented:

> *I applied to four colleges and was accepted at Seneca in Computer Networking. I heard from my uncle that it was the best course of its type…I had thought of Computer Repair, but it might get boring….* Grade 12 college-bound male

Of eight Grade 12 students interviewed in the same school, five applied to between five and ten Ontario universities while the others applied to three or four. All universities applied to were in Ontario, except one applied to McGill. They had not heard from all at the time, but all were accepted in at least two of their choices. Some of them commented on the pressure they were feeling:

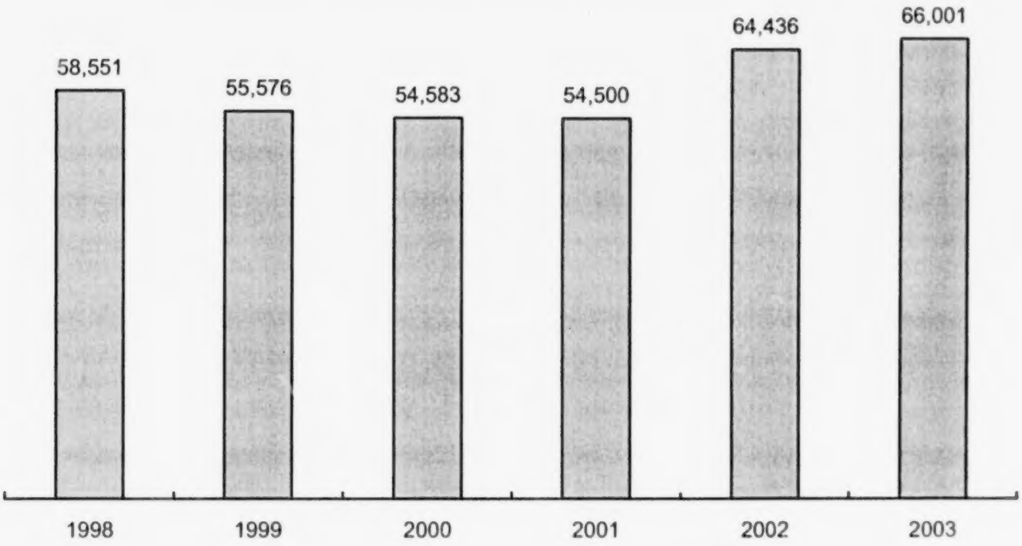
> *We have had such an emphasis on how difficult it is to get in…it's really difficult to wait to hear….on top of the workload….lots has to be done at the same time..it is very stressful.* Grade 12 university-bound female
>
> *Grade 11 was a huge jump…that's when things started getting really difficult…but I have felt even more stress this year. I tried a lot harder in first semester, and will try to keep up my average…it's 80%.*
> Grade 12 university-bound male
>
> *Unexpectedly heard about a scholarship…it continues to be stressful because I have to maintain my average…96%* Grade 12 university-bound female

Very few of the college applicants applied to colleges outside the province, and about half of them who did so applied to more than one.

a. College Applications and Confirmations – Fall 2003

Figure 2.2 presents the number of applications to Ontario colleges from secondary school students for the years 1998 to 2003.

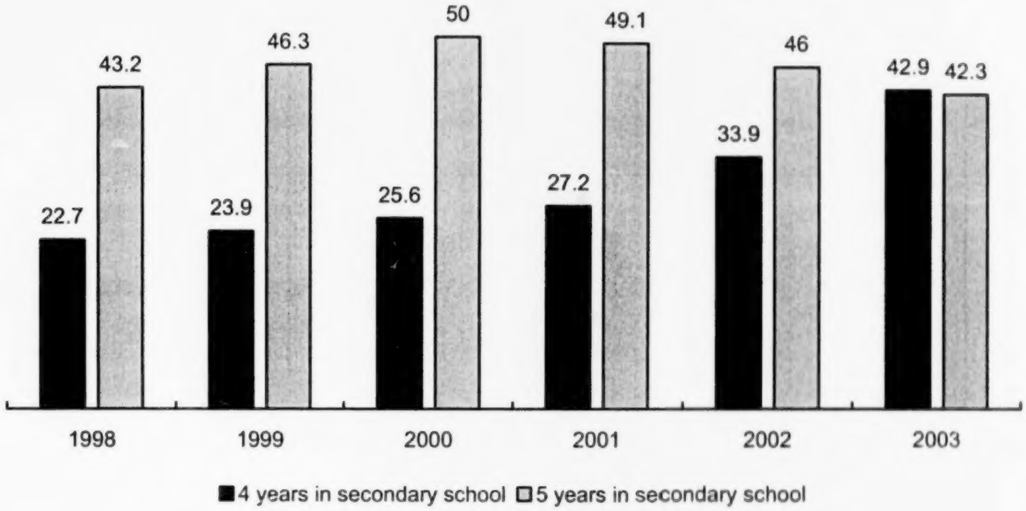
Figure 2.2: Number of Applicants to CAATs (1998-2003)



The number of applicants was declining to 2001, but surged in the year prior to the double cohort. The double cohort year (2003) application rate was only slightly higher than 2002 because as previously noted, university-bound Grade 12 graduates were more likely than in the past to meet admission standards and thus attend university rather than college, and college-bound students were slightly less likely to meet college admission requirements. This latter point is reinforced in Figure 2.3 which shows the proportion of students who applied to college after four and five years in secondary school. There was a sharp increase in four-year graduate applicants in 2002, which had the effect of reducing the five-year graduate applicant group in 2003. In addition, it must be noted that traditionally more college than university applicants came from four-year graduates in the past. For 2003, the ratio of four- to five-year applicants was similar for universities and colleges.

In 2003, the number of students who confirmed acceptance from colleges was 45,034 compared to 43,987, an increase of only 1,047 students (about what was projected in the Phase 2 Report).

Figure 2.3: College Applicants by Years in Secondary School



b. University Applications and Confirmations

For the first time in OUAC records, more students from Grade 12 than 5th Year applied to Ontario universities. The 5th Year application numbers were about as expected, but substantially more Grade 12 students applied than expected (about 50,000). This represents about one-third of the Grade 12 enrolment. This number is approximately the same as the projection of students who applied to university over the past ten years based on Grade 9 enrolments. If a significant number of students who remain in secondary school for a fifth year apply to university and are accepted, it will signify a major shift up in participation rates.

Over 103,000 students applied directly from secondary school to one or more universities for fall 2003 and over 72,000 were accepted. This ratio (70%) is as high as or higher than in previous years, and it must be remembered that many of the applicants had little information on how well they would achieve in Grade 12. If the achievement of university-bound students is maintained in the future, application rates will rise.

3. Reorganized Program Grade 12 Marks Equivalents

Parents and some school officials raised concerns that marks would favour the post-secondary acceptance of 5th Year students over Grade 12 students. The following discussion is much too late to influence the 2003 university and college admission process, but it might be a useful retrospective on marks comparability. There are a number of confounding factors that make these comparisons difficult. First, for the first cohort of students through the Reorganized Program, the decision to attend university had to be made at an earlier date than in the previous program, and is premised on a three-year experience in secondary school rather than a four-year one. Student aspirations tended to be more realistic after they have been in secondary school for four years in the previous program than in the three years of the new program; i.e., more students in the third year of the Reorganized Program than in the fourth year of the previous program tended to plan on university.

Second, the course sequence in the previous program provided a more complex transition from Grade 11 Advanced courses to OAC courses because of the presence of Grade 12 Advanced courses. Therefore, fewer students took OAC courses proportionately than do students in the Reorganized Program who take University and University/College courses. For example, proportionately more students currently take University English than did students who took OAC English in the previous program. This means that if similar proportions of students go on to university, fewer students who take 4U English will go on in comparison with those who take OAC English. This point will become clearer when 4U and OAC English marks are compared.

Third, we now have the addition of U/C courses to the admissions mix--courses that are not directly comparable to OAC courses, but which can be used for university admissions.

Fourth, evident in teacher and administrator interviews during visits to schools was the tendency for some teachers to adjust marks in OAC and 4U courses in order to make opportunities for both groups of students to attend university as fair as possible, if not equivalent.

> *The only stipulation to teachers was to make sure the two groups were treated fairly.* (Vice Principal)

> *We massaged the marks for 4U a little bit to get them in line with OAC....We only moved marks up 2 or 3 percent to be fair and give an equal opportunity.... We cleared it with the principal. Computer teacher came up with program that belled the marks and used a statistical procedure. ... Massaging the marks was a one-shot deal and it doesn't look as if we will need to do it for Semester 2. For example, a good student in the new program was getting 89 in 4U while a similar student in OAC was getting a 91.* (Mathematics Teacher)

> *We are evaluating the 4U and OAC courses the exact same way. Every child knows they have exactly the same opportunity to do well.* (Science Teacher)

> *Have taught all of the 4U and OAC English in the school. I have tried as much as possible to make the final marks reflect the same kind of learning and to be equally assessed. Percentages awarded to individual things may have been a little different, but the overall evaluation was as consistent as possible. We* [also] *had OACs taking 4U courses and vice versa.* (English Teacher)

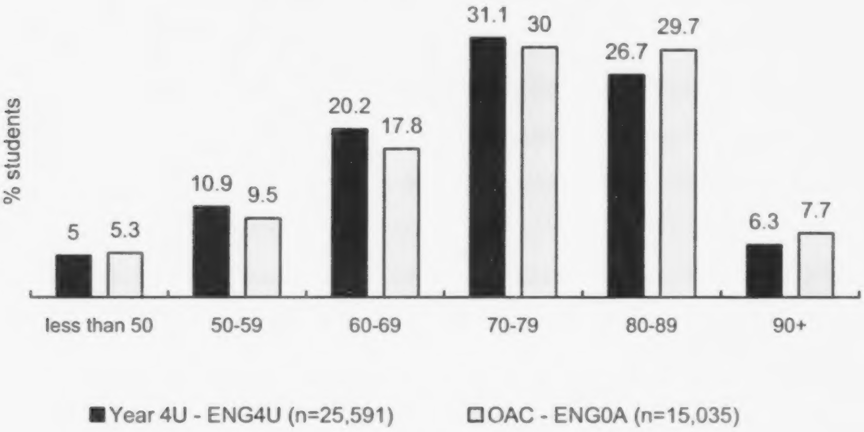
Fifth, many schools found it difficult to schedule both 4U and OAC courses because of the small sections and staffing restrictions. As a result, students with comparable 4U and OAC courses (e.g., Biology, English, History and Geography) were scheduled together. In some cases, the course was called 4U, in others, OAC and in some classes both. Consequently, we were not surprised to learn from OUAC that nearly one-quarter of the 2003 applicants had a mix of OAC and new courses from the Reorganized Program.

The Ministry of Education had received marks for Grade 12 and 5th Year students from the majority of Ontario secondary schools for the first semester in 2002-03, by the time this analysis was conducted (537 English and 61 French, totalling 598 schools). We also received the first semester 2002-03 marks from applicants to Ontario universities from the Ontario Universities' Application Centre. Figure 2.4 compares 4U and OAC English marks from the Ministry of Education files. Although failure rates are slightly lower in the 4U English course, more 5th Year students received marks over 80 percent (37.4 vs. 33%) and the median and means were both higher for the OAC course.

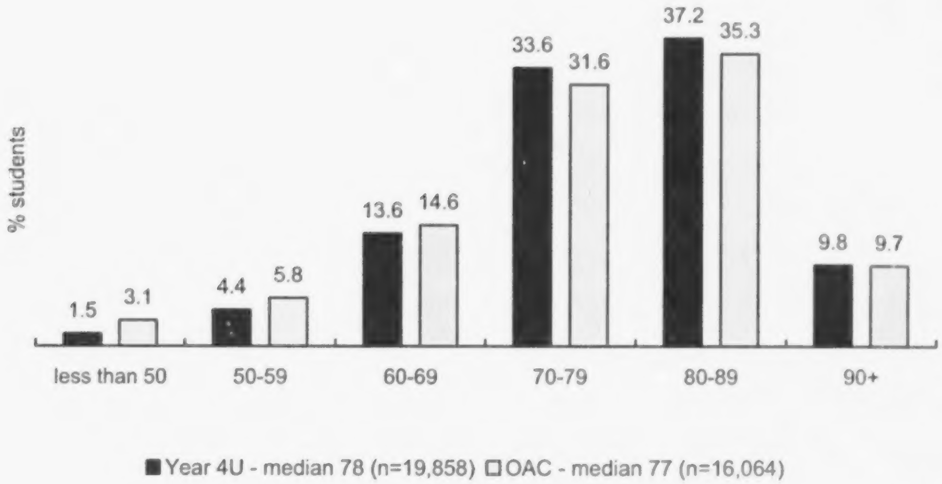
When we compare the first semester OAC with 4U English marks of university applicants, the picture is quite different. The proportion of 4U students receiving marks above 80 percent was actually slightly higher than for the 5th Year students and the median was also slightly higher (78 vs. 77%). What explains this difference?

A greater proportion of students in the Reorganized Program took 4U English than was the case with OAC English. A greater proportion of the students taking 4U English courses applied to an Ontario college than was the case for OAC English students, and, therefore, the mark distributions of university applicants are not the same in proportions of 4U and 5th Year students. This explains the similarity of 4U and OAC English marks of university applicants.

Figure 2.4: OAC & Year 4U English Mark Distributions - Semester 1, 2002-03



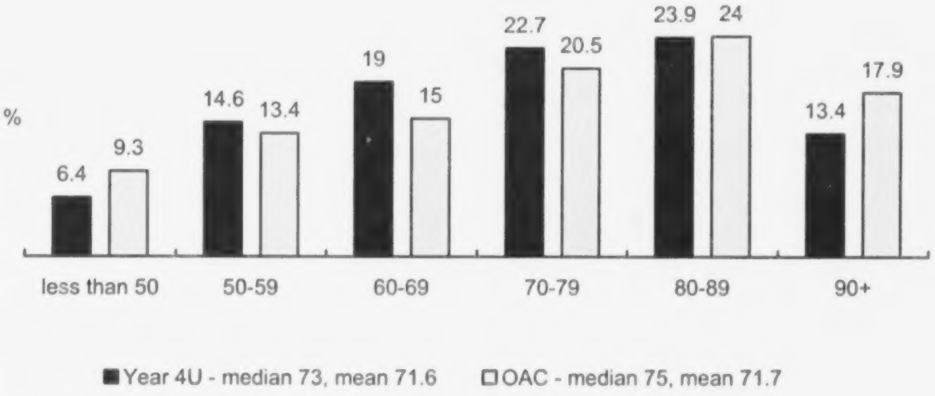
All Student Marks
(source: Ministry of Education)



University Applicant Marks
(source: OUAC)

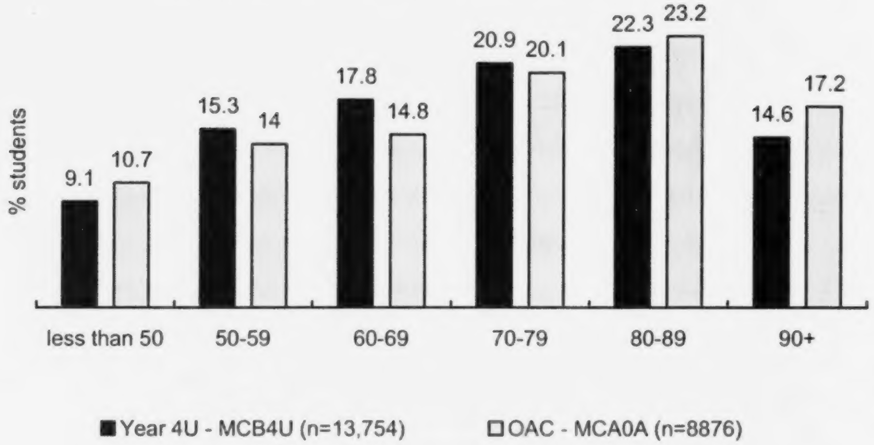
The picture is different in Mathematics. The majority of students who took OAC and 4U Mathematics courses planned on attending university. Figure 2.5 presents the Ministry figures comparing 4U and OAC Mathematics courses in aggregate. Although the means of the two sets of courses are about the same (71.6 vs. 71.7%), the median is higher for the OAC courses (73 vs. 75%). Although the failure rates are lower in the 4U Mathematics courses, the proportion of students achieving over 90 percent is significantly higher in the OAC courses. This pattern would appear to give a distinct advantage to the 5th Year students in obtaining admissions to programs that require high marks in Mathematics. Since the 4U and 5th Year students taking Mathematics should be in similar proportions, we would expect to find similar differences to those noted above in analyzing the university applicants' Mathematics marks distributions.

Figure 2.5: OAC & Year 4U Mathematics Mark Distributions
Semester 1, 2002-03

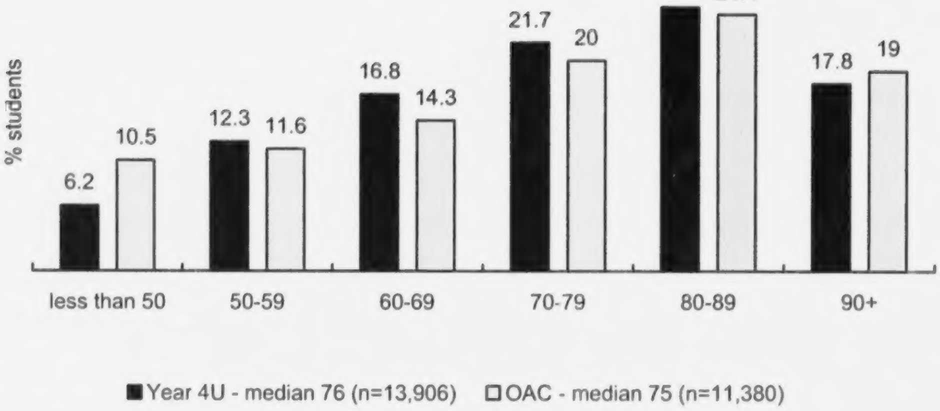


Figures 2.6, 2.7 and 2.8 compare similar 4U and OAC Mathematics course marks distributions. In the case of Calculus, the percentage of students obtaining over 90 percent was slightly higher for the 5th Year students. In the case of OAC Algebra and Geometry and 4U Geometry and Discrete Mathematics, the medians were the same (80%), but more 5th Year students received over 90 percent (see Figure 2.7).

Figure 2.6: OAC & Year 4U Calculus Mark Distributions - Semester 1, 2002-03

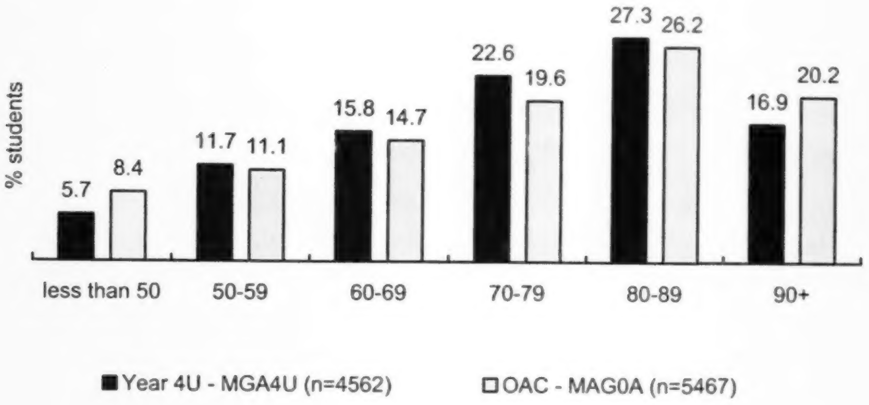


All Student Marks
(source: Ministry of Education)

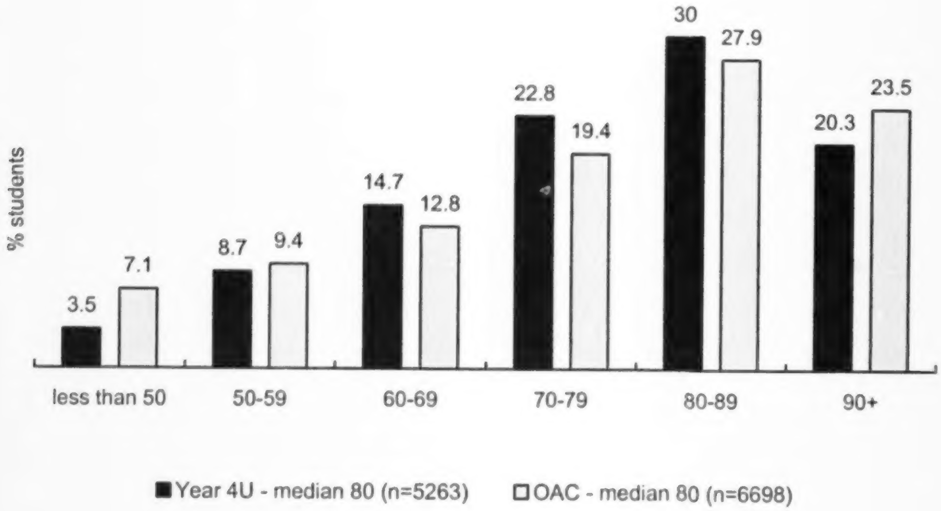


University Applicant Marks
(source: OUAC)

Figure 2.7: OAC Algebra & Geometry and Year 4U Geometry & Discrete Math Mark Distributions - Semester 1, 2002-03



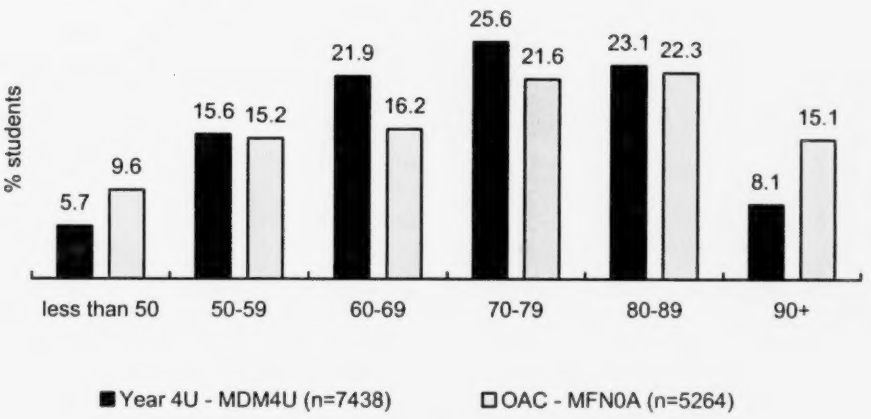
All Student Marks
(source: Ministry of Education)



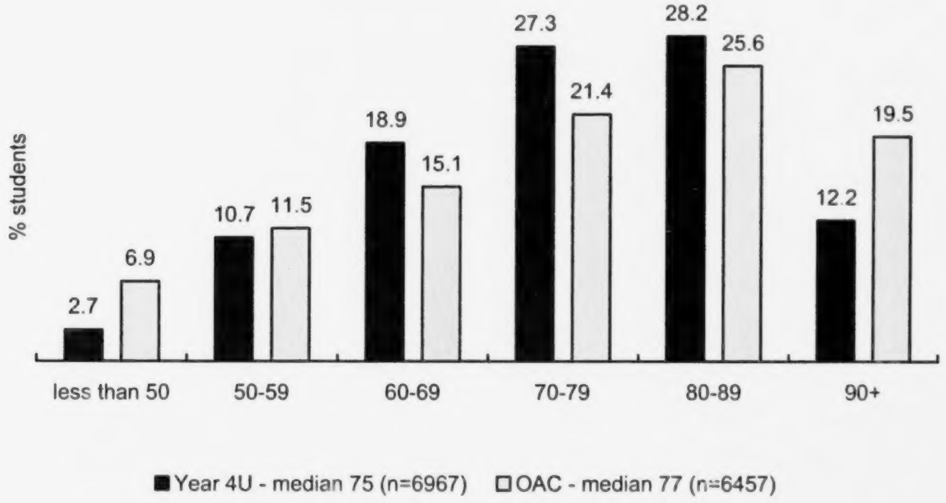
University Applicant Marks
(source: OUAC)

The last Mathematics figure, Figure 2.8, compares OAC Finite Math with 4U Data Management. These courses are not that similar; however, they represent the third final year Mathematics course. The OAC median was higher, and substantially more 5th Year students obtained over 90 percent.

Figure 2.8: OAC Finite Math & Year 4U Data Management Mark Distributions - Semester 1, 2002-03



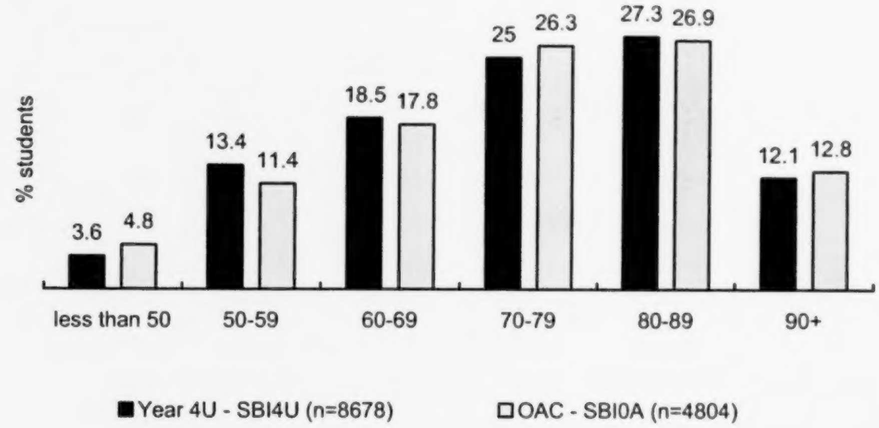
All Student Marks
(source: Ministry of Education)



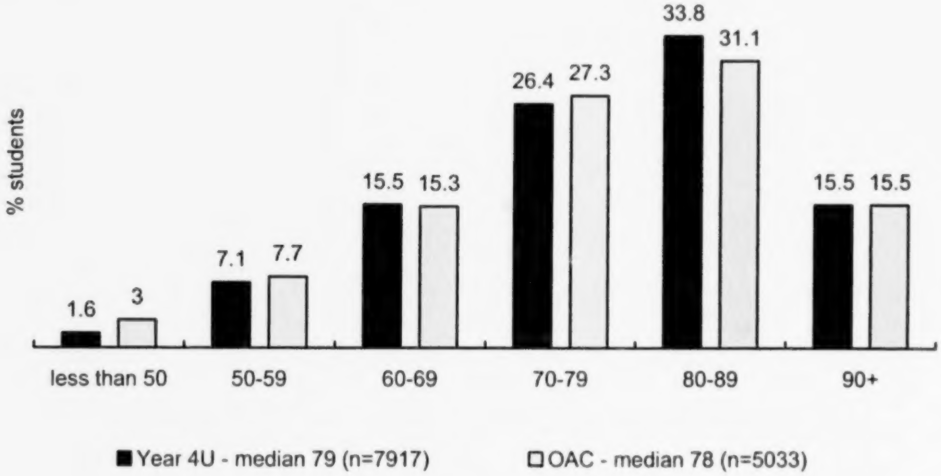
University Applicant Mark
(source: OUAC)

Figures 2.9 to 2.11 show the Ministry and OUAC data for Biology, Chemistry and Physics, respectively. Marks distributions in those Science courses were similar for both OAC and Grade 12 Reorganized Program students.

**Figure 2.9: OAC & Year 4U Biology
Mark Distributions - Semester 1, 2002-03**

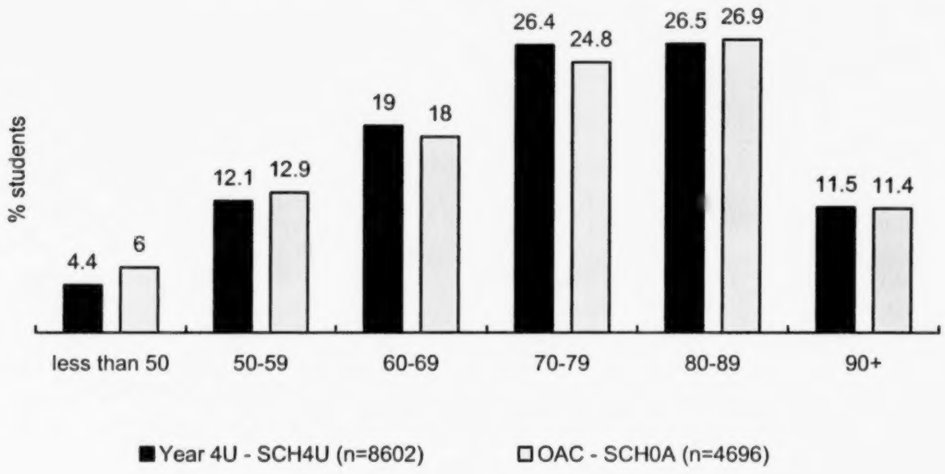


All Student Marks
(source: Ministry of Education)

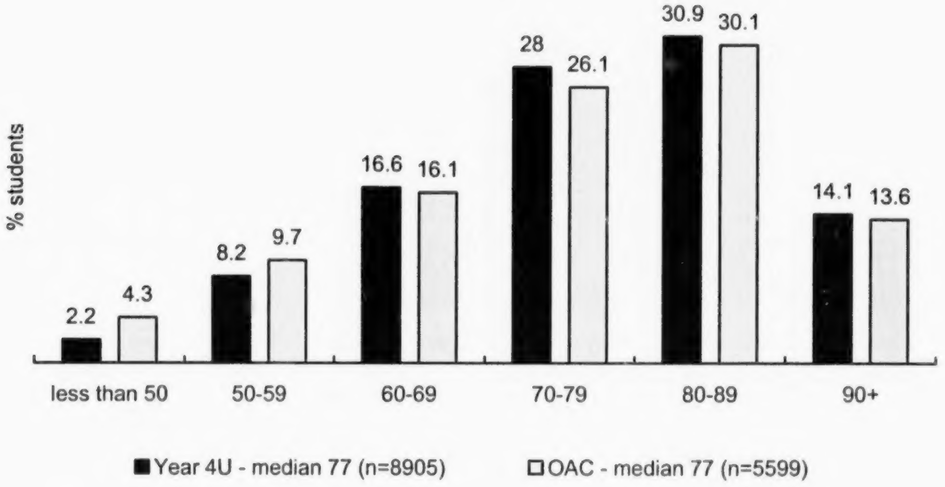


University Applicant Marks
(source: OUAC)

Figure 2.10: OAC & Year 4U Chemistry
Mark Distributions - Semester 1, 2002-03

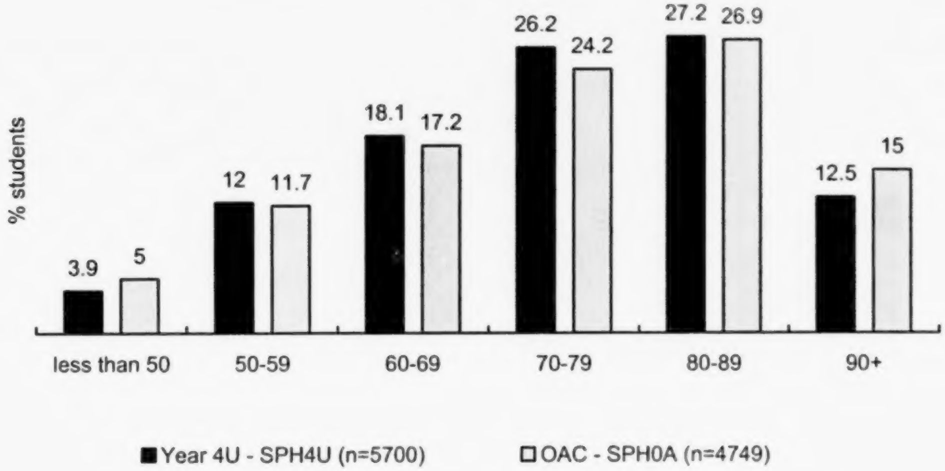


All Student Marks
(source: Ministry of Education)

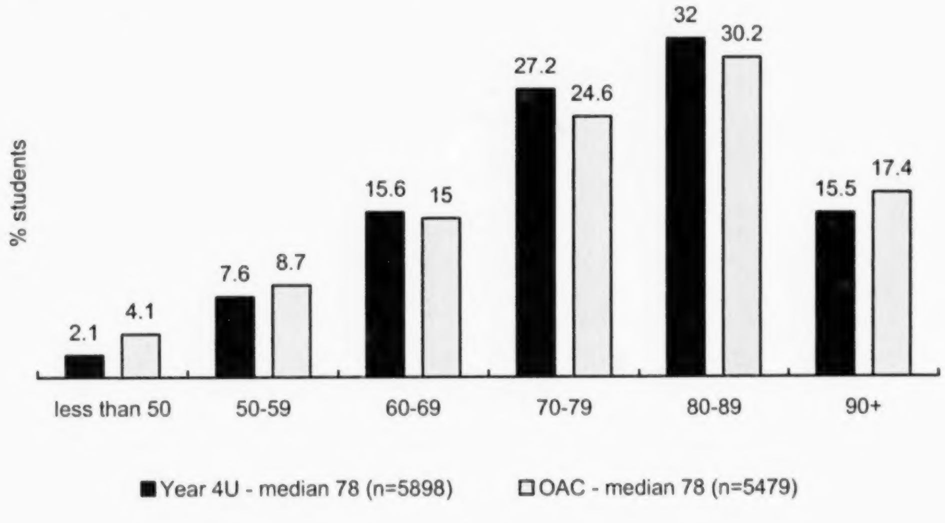


University Applicant Marks
(source: OUAC)

Figure 2.11: OAC & Year 4U Physics
Mark Distributions - Semester 1, 2002-03



All Student Marks
(source: Ministry of Education)



University Applicant Marks
(source: OUAC)

D. Influence of Ontario CAAT Applied Degree Programs

The first set of degree programs offered by the Ontario colleges will be implemented in the fall of 2003. Although the planned enrolments for these programs will make up only a small segment of overall college enrolments, it might be useful to consider the impact of the double cohort on them.

There is some uncertainty about the viability of these programs since they are new and must find a niche in Ontario post-secondary education and because this year the post-secondary picture is confounded by the double cohort phenomenon. With regard to this latter point, students have applied to so many post-secondary programs, each one with a different priority for them, that it will be difficult to establish a meaningful yield rate for the new degree programs (i.e., applications vs. registrations).

Table 2.5 presents the application and confirmation figures for the Applied Degree Programs as of July 16, 2003. There was little doubt that some of the more attractive diploma programs would be even more attractive as degree programs. The tremendous interest evidenced in the Animation Program at Sheridan and the Flight Program at Seneca illustrates the assured viability of these programs. On the other hand, very low numbers of confirmations in programs such as Integrated Accounting and Information Technology Management at Centennial, Integrated Telecommunication and Computer Technologies at Conestoga are of real concern. Seven of the Applied Degree Programs that were planned for fall 2003 were cancelled. It appears that Business and Computer courses will have the greatest challenge in drawing quality candidates to the Applied Degree Programs. However, the uncertainty created by the double cohort and the delay in establishing university program spaces have made Applied Degree Program planning difficult.

Table 2.5: Applications & Confirmations for CAAT Applied Degree Programs (September 2003)

College	Program	Applications	Confirmations
Algonquin College	Bachelor of Applied Business (e-Business Supply Chain Management (eSCM))	101	37
Centennial College	Bachelor of Applied Information Sciences (Computer and Communication Networking)	255	42
Centennial College	Bachelor of Applied Business (Integrated Accounting and Information Technology Management)	104	4 cancelled
Centennial College	Bachelor of Applied Information Sciences (Software Systems: Design, Development and Management)	53	2 cancelled
Conestoga College	Bachelor of Applied Technology (Integrated Advanced Manufacturing Technologies)	82	38
Conestoga College	Bachelor of Applied Technology (Integrated Telecommunication and Computer Technologies)	77	2 cancelled
Conestoga College	Bachelor of Applied Technology (Architecture – Project and Facility Management (Co-op))	70	21
Conestoga College	Bachelor of Applied Technology (Advanced Manufacturing Technologies – Wood and Composite Products (Co-op))	9	0 cancelled
Georgian College	Bachelor of Applied Business (Automotive Management)	158	56
Georgian College	Bachelor of Applied Human Services (Police Studies)	45	5
George Brown College	Bachelor of Applied Business (Financial Services)	724	150
George Brown College	Bachelor of Applied Business (Hospitality Operations Management)	143	17
George Brown College	Bachelor of Applied Technology (Construction and Environment – Regulations and Compliance)	55	8 cancelled
Humber College	Bachelor of Applied Business (e-Business)	456	25
Humber College	Bachelor of Applied Arts (Paralegal Studies)	538	84
Humber College	Bachelor of Applied Technology (Industrial Design)	181	39
La Cité collégiale	Baccalauréat en technologie appliquée (Biotechnologie)	67	40
Mohawk College	Bachelor of Applied Technology (Technology Management)	20	0 cancelled
Mohawk College	Bachelor of Applied Technology (Internet Systems)	60	2 cancelled

Table 2.5: Applications & Confirmations for CAAT Applied Degree Programs (September 2003) (cont'd)

College	Program	Applications	Confirmtions
Mohawk College	Bachelor of Applied Technology (Process Automation)	79	26
Niagara College	Bachelor of Applied Business (Hospitality Operations Management)	75	32
Seneca College	Bachelor of Applied Technology (Software Development)	199	62
Seneca College	Bachelor of Applied Technology (Flight Program)	186	112
Seneca College	Bachelor of Applied Business (Financial Services Management)	769	60
Seneca College	Bachelor of Applied Technology (Integrated Environmental Site Remediation)	92	9
Sheridan College	Bachelor of Applied Arts (Animation)	1,223	106
St. Clair College	Bachelor of Applied Technology (Industrial Management)	74	12

E. Predicting University and College Application Rates

While it is true that graduation figures for the Reorganized Program have not been as great as anticipated, it is also true that a greater proportion of eligible students applied to university than in the past; but, at the same time, a smaller proportion of students applied to college. Two factors are directly related to the increase in the proportion of students that apply to university. First, because course achievement and credit accumulation are higher in Grade 12 University and University/College courses than was the case with OAC courses, the university-eligible pool is likely to be larger. Secondly, post-secondary aspirations of double cohort students have been expanded due to the increased emphasis educators and the media placed on the intense competition double cohort students faced with respect to university admissions.

For students planning on college, the relevant programmatic sequences of secondary school courses in Grades 11 and 12 have not been chosen in sufficient numbers to sustain college enrolments. Credit loss and slower progress to graduation for students who may have applied to college are likely to slow down the college application rates. While the majority of students applying to university will do so after four years in secondary school, students applying to college are likely to be drawn in similar proportions from four- and five-year graduates.

The Government's dramatic late announcement of an increase in university spaces affected the process of transition to post-secondary education. Many university applicants who had expected to return to secondary school for a 5th Year received acceptances (by June 16th, 72,000 students notified OUAC that they would be accepting an offer of admission). As a result, many Grade 12 students who had expected to return to secondary school received at least one university acceptance, although not necessarily from the university and program of choice.

Part III. Student Achievement and Progress Toward Graduation

A. Introduction

One of the stated goals of the reorganized secondary school program was to increase the proportion of secondary school students graduating with an OSSD. The analysis presented in the Phases 1 and 2 Reports indicated that this goal was unlikely to be attained because of substantial credit loss by students in Grades 9 and 10. In this phase of the study, we examine successful course completion by students in Grades 11 and 12 as well as credits completed after three years in order to develop estimated graduation rates for the new program.

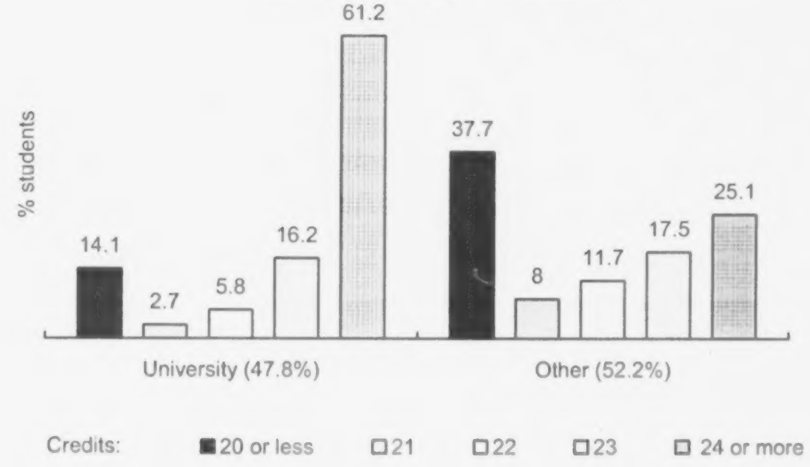
B. Credit Accumulation after Grade 11

In the previous program students took courses classified as Advanced, General, Basic and Open during the first four years of secondary school. Although the students may have changed the level at which they took their courses during their four years, they could at any time be classified in terms of the level at which they took the majority of their courses. In the Reorganized Program, after taking courses at the Academic and Applied levels in Grades 9 and 10, students take courses that have been restructured into destination categories—university-, college- and workplace-preparation courses, with the addition of University/College and Open courses. For credit accumulation analysis purposes, the Ministry of Education's Information Management Group (IMG) tried to establish categories of students; i.e., 'university', 'university/tech', 'college', 'college/tech', and 'other', but the students did not fall precisely into these categories. For example, there was no clearly defined college/tech group of students. In fact, most students who might be college-bound took university-preparation English in Grades 11 and 12. Neither was it possible to identify a group of students based on their selection of Workplace courses. There were small numbers of students taking Workplace courses overall, and those taking Workplace technology courses were not necessarily the same as those taking Workplace academic courses. For practical purposes of examining student progress through credit accumulation, only two distinct categories emerged: those taking university-preparation courses and all others.

The university-destination group was classified based on those who either took U/C or U Mathematics, U English and U/C or U Science. (There is no U/C English.) About 48 percent of the Grade 11 students fell into this broad university-destination group. This corresponds to student responses to the question about future destinations presented in Figure 3.5 (p.53). Interestingly, as shown in this same figure, 37 percent of the students indicated that they planned to attend a college, but no discernible pattern of this magnitude in course selection for college preparation was evident. The subsets of the 52 percent of students classified into the 'other' category did not vary substantially in terms of credit accumulation.

Figure 3.1 presents the credit accumulation after Grade 11 of the two groups of students. Just over 60 percent of the university-bound group had completed 24 or more credits compared to one-quarter of the 'other' group. Over 45 percent of the 'other' group will not graduate in four years, if at all. At least 17 percent of the university-bound group was also at risk of not graduating in four years. Approximately one-half of the Grade 11 students will likely graduate in four years with another 15 percent probables.

Figure 3.1: First New Cohort Credit Accumulation After Three Years (University vs. Other, Source: Ministry of Education)



C. Grade 11 Marks

In this section, we examine course failure rates in the Reorganized Program compared to those in the previous program and marks distributions (i.e., more or fewer, higher or lower marks, medians, means) that might be attributed to the content and evaluation procedures of the new curriculum. In the previous program traditional patterns of marks distributions have been associated with particular subjects. For example, failure rates have been relatively low in English, but at the same time relatively few students obtained marks over 90 percent. English marks distributions are usually similar to a normal curve. In the case of Mathematics, more students tended to fail, but also more students obtained marks over 90 percent. The shape of the marks distribution takes a flatter form.

In the Reorganized Program, evaluation procedures are based on a four-level system which are then reapportioned to percentages:

> *The levels of achievement are associated with percentage grades, and are defined as follows:*
> ***80-100% - Level 4:*** *A very high to outstanding level of achievement. Achievement is above the provincial standard.*
> ***70-79% - Level 3:*** *A high level of achievement. Achievement is at the provincial standard.*
> ***60-69% - Level 2:*** *A moderate level of achievement. Achievement is below, but approaching, the provincial standard.*
> ***50-59% - Level 1:*** *A passable level of achievement. Achievement is below the provincial standard.*
> ***Below 50%:*** *Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.*
>
> Ministry of Education: Ontario Secondary School
> Grades 9 to 12: Program and Diploma
> Requirements 1999

This current procedure of adapting marks from levels to percentages can have the effect of attenuating marks at either end of the continuum; that is, fewer high marks and fewer lower marks will be evident.

Figures 3.2, 3.3 and 3.4 (pp.46 to 48) present mark distributions for Grade 11 English, Mathematics and Science in the Reorganized Program and previous system. The mark distributions in English are very similar between Basic and Workplace, and, General and College courses with substantial failure rates. The University and Advanced course distributions are almost exactly the same with relatively low failure rates. Proportionally more students took University than Advanced courses – 63.1 percent compared to 55.8 percent.

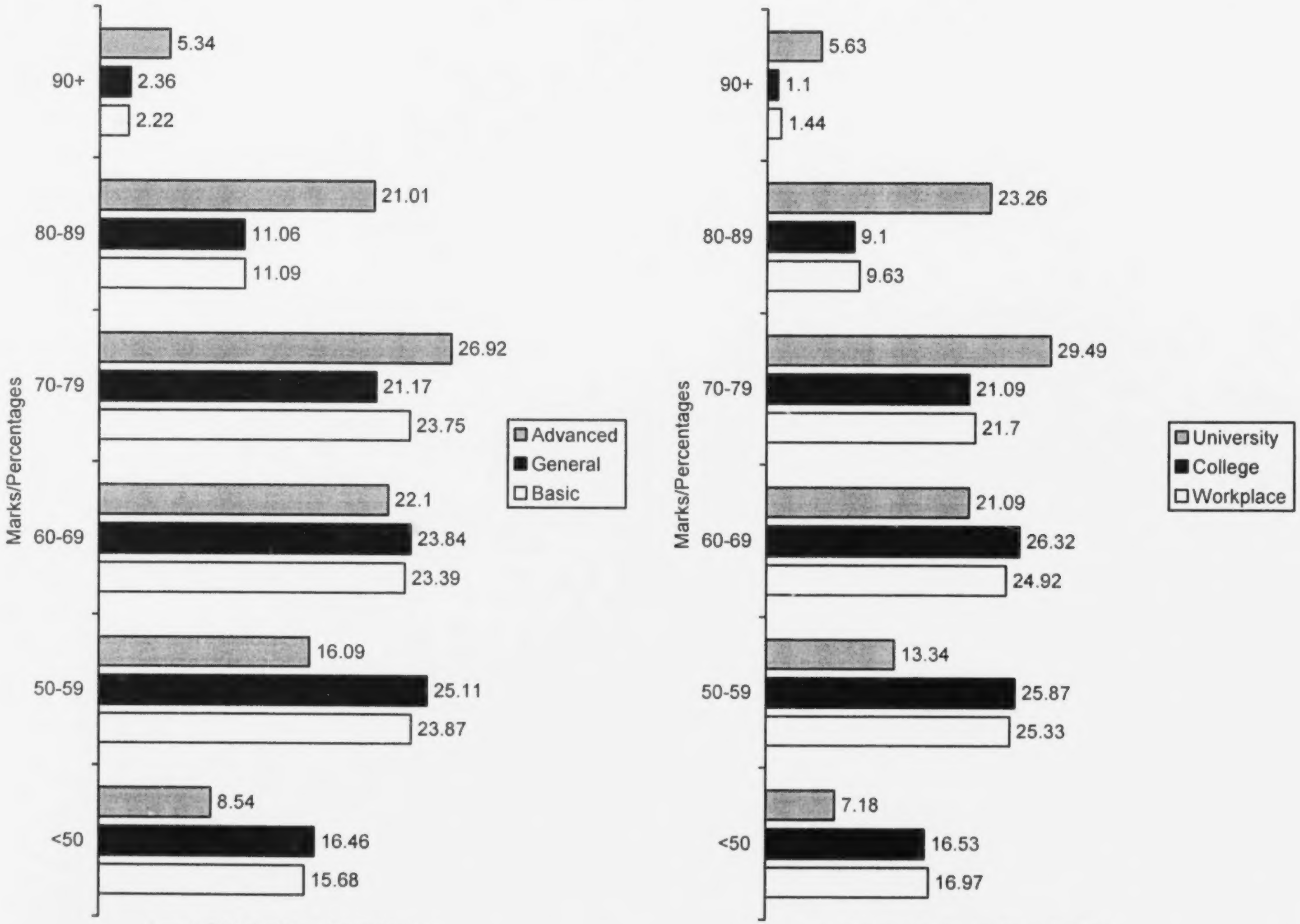
Comparisons between the two systems are not as easy in Mathematics because of the existence of a U/C Mathematics course with a substantial enrolment. Overall failure rates were slightly higher in the previous system than in the Reorganized Program, but that was in part related to the low failure rates in U Mathematics. The marks distributions were notably higher in University than in Advanced courses.

Discounting the very low enrolment in U/C Science, marks distributions in the other Science pairings were similar. The University and Advanced course marks distributions were about the same. The marks were slightly higher for the General courses in comparison with the college courses, and the Basic course marks distributions slightly higher than those in the Workplace courses. Overall failure rates were slightly higher in the previous system (9.7 vs. 9%).

Geography is not offered in University format, but it is offered in University/College formats in Grade 11 and, perhaps as a result, overall failure rates are slightly higher in the Reorganized Program (i.e., Geography may not be as attractive to the high achieving university-bound students). However, in the Grade 11 U History course, failure rates are about the same as in the Advanced course in the previous program.

To summarize, Grade 11 course success rates are slightly higher in the Reorganized Program, and overall credit accumulation per student for the one year is only slightly higher. The small difference does not make up for the greater credit loss in Grades 9 and 10 experienced by the Reorganized Program students. Failure rates tended to be lower in university-preparation courses than in Advanced courses and as a result those students taking mainly university-preparation courses were more successful in accumulating credits than those taking mainly Advanced courses. This explains the growing gap between those taking university-preparation courses and the others noted in the previous section – B, of this part of the report. There is some mark attenuation that might be associated with the new assessment procedures. This pattern (fewer higher and lower marks) is more evident in the case of Grade 12 marks (see next section – D, p.47).

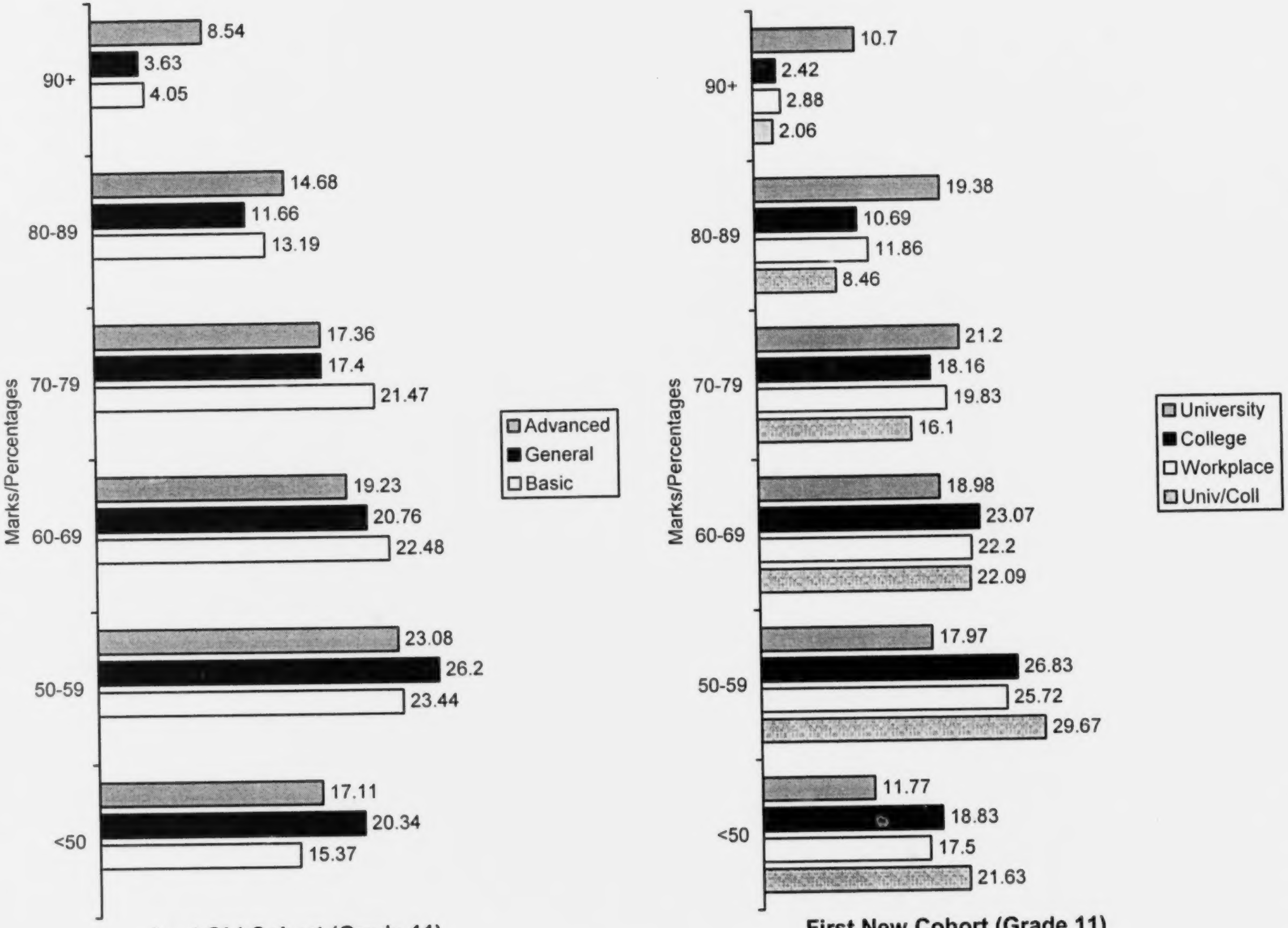
Figure 3.2: English Mark Distributions: % Grade 11
(Old & New Cohorts)



Last Old Cohort (Grade 11)

First New Cohort (Grade 11)

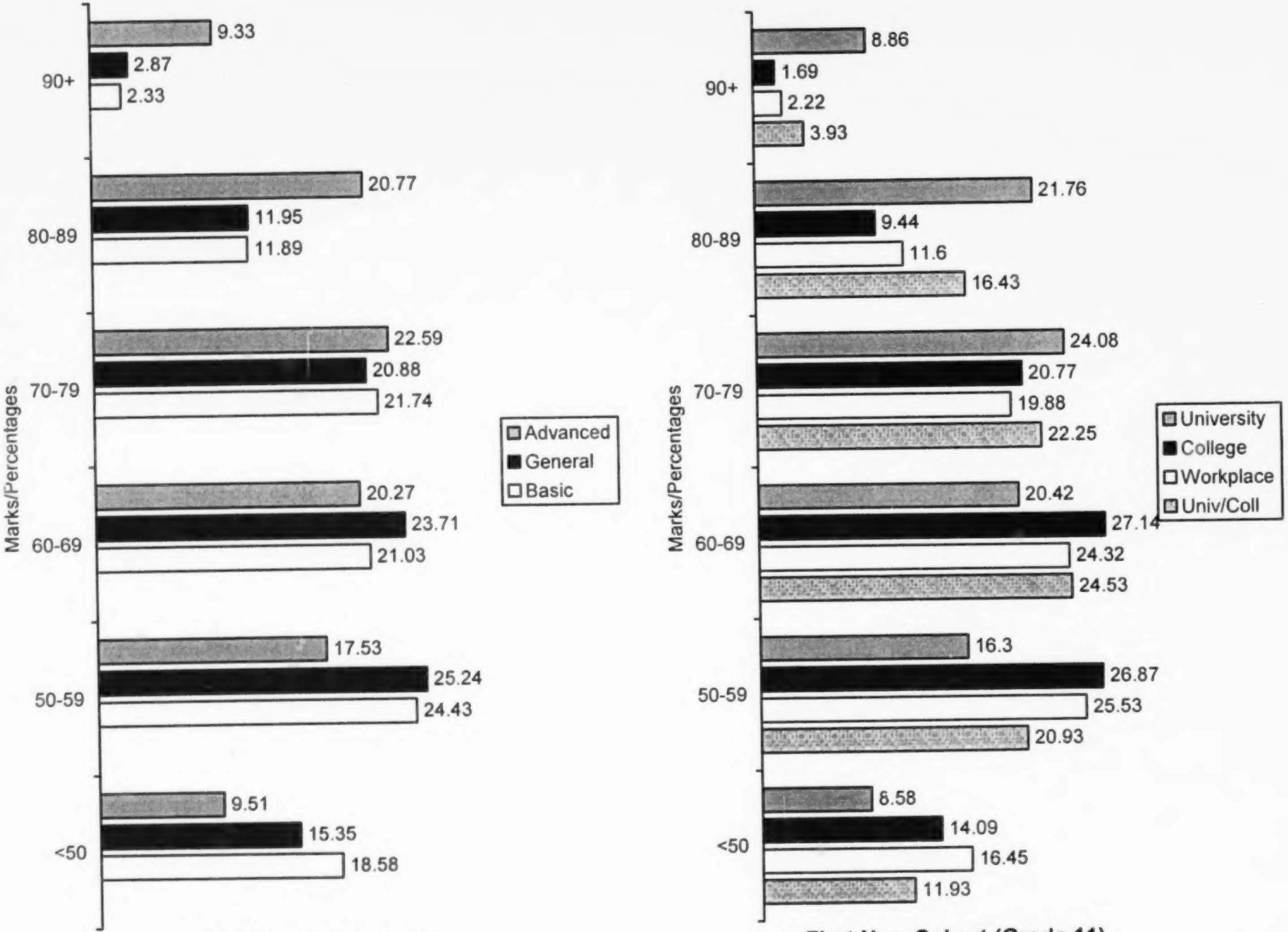
Figure 3.3: Mathematics Mark Distributions: % Grade 11
(Old and New Cohorts)



Last Old Cohort (Grade 11)

First New Cohort (Grade 11)

Figure 3.4: Science Mark Distributions: % Grade 11
(Old and New Cohorts)



Last Old Cohort (Grade 11)

First New Cohort (Grade 11)

D. Grade 12 Marks

In this section, student achievement in specific Grade 12 courses is compared with similar courses in the previous program and with regard to progress toward graduation. The information used for this discussion came from the Ministry of Education records of Semester 1, 2002-03 Grade 12 course mark distributions (699 schools). In Part II we compared OAC and Grade 12, University and University/College marks. Here we compare Grade 12 course marks with Grade 12 courses from the period before Grade 9 destreaming (Grade 9 and 10 achievement patterns were similar to those in the first two years of the Reorganized Program). In addition, all current Grade 12 course success rates are examined in order to consider their impact on student career planning and on progress to graduation.

When we compared Grade 12 marks from 1990 with those from Grade 12 Semester 1, 2002-03, we noted prominent differences. First, most subjects were typically offered at three levels: Advanced, General and Basic. Currently there is a greater mix of course types: e.g., Arts courses – University/College and Open; English – University, College, Workplace and Open; Business – University/College and Open; Science – University, College, University/College, and Workplace.

Second, when course success rates by aggregated types/level were compared, it was found that students in the Reorganized Program courses were more likely to be successful in every subject, e.g., English (93% vs. 90%), Mathematics (91% vs. 86%), History (96% vs. 89%), Business (94% vs. 89%), The Arts (96% vs. 93%).

When Workplace and Basic courses were compared, it was found that success rates in Basic courses were higher, although it must be noted that success rates in Workplace courses were relatively high. In the 1990s the small numbers of students taking Grade 12 Basic level courses were almost sure to complete them successfully.

Table 3.1 presents Grade 12 core English course success rates for Semester 1, 2002-03. Well over half of the Grade 12 students took U English. If all these students were expecting to attend a university, over 40 percent of them were likely to be disappointed. Overall success rates were higher in comparison with Grade 12 in past years and higher in U than OAC English.

Table 3.1: Grade 12 Success Rates in Core English Courses

Course	% of Total Students Enrolled	% Success
ENG4C: English	35.9	90
ENG4E: English	4.7	91
ENG4U: English	55.6	95

Table 3.2 presents success rates in Grade 12 Mathematics courses for Semester 1, 2002-03. The courses are not directly comparable to OAC or past Grade 12 courses because of the restructuring. However, success rates are consistently higher in the new courses for all comparisons (except Workplace vs. Grade 12 Basic). Students were notably successful in the new 4U course, Mathematics and Data Management.

Table 3.2: Grade 12 Success Rates in Mathematics Courses

Course	% of Total Students Enrolled	% Success
MAP4C: College & Apprenticeship Mathematics	18.7	89
MCB4U: Advanced Functions and Introductory Calculus	29.9	91
MCT4C: Mathematics for College Technology	3.3	90
MDM4U: Mathematics and Data Management	16.1	94
MEL4E: Mathematics for Everyday Life	5.5	92
MGA4U: Geometry and Discrete Mathematics	9.9	94

Table 3.3 presents success rates in Grade 12 Science courses for Semester 1, 2002-03. Success rates are remarkably high in the university-preparation courses and higher in college-preparation courses than in the past Grade 12 General Science courses. As in the past, enrolments are lower in 4U Physics than Chemistry and Biology. Enrolments in the new 4C courses are consistent with the proportion of students going on to college who need to meet these requirements.

Table 3.3: Grade 12 Success Rates in Science Courses

Course	% of Total Students Enrolled	% Success
SBI4U: Biology	18.8	96
SCH4C: Chemistry	7.6	89
SCH4U: Chemistry	18.7	96
SPH4C: Physics	4.2	90
SPH4U: Physics	12.4	96
SES4U: Earth & Space Science	1.0	94
SNC4M: Science	0.5	93
SNC4E: Science	0.4	87

Table 3.4 presents success rates for the majority of other Grade 12 courses with substantial enrolments. It is designed to illustrate the overall impact of the new courses on student progress toward graduation. Generally speaking, success rates are consistently high and in virtually every case, higher than they were in the past. Most of the courses with substantial enrolments are 4U and 4M(U/C). Open courses are not as attractive in Grade 12 because they are not usually recognized for post-secondary education admissions. Most of the College and Workplace courses have lower success rates than the courses noted in Table 3.4. However, since enrolments in those courses are relatively low, their effect on graduation rates is not great.

In total, the impact of the Grade 12 course success rates is quite dramatic. Almost all the students with 23 or more credits after Grade 11 will meet graduation requirements after completing Grade 12.

Table 3.4: Grade 12 Success Rates in Selected Courses (Source: Ministry of Education)

Course	% of Total Students Enrolled	% Success	Course	% of Total Students Enrolled	% Success
AM_4M: Music	5.7	99	FSF4U: Core French	3.4	99
AV_4M: Visual Arts	8.6	93	HFA4M: Food & Nutrition Sciences	6.7	93
AW_4M: Visual Arts	5.4	95	HHS4M: Individuals and Families in a Diverse Society	14.3	92
BAT4M: Principles of Financial Accounting	5.0	100	HRE4O: Religious Education	7.6	89
BBB4M: Introduction to International Business	5.6	93	HSB4M: Challenge and Change in Society	10.2	93
BOH4M: Organizational Studies: Organizational Behaviour and Human Resources	4.5	95	HZT4U: Philosophy: Questions and Theories	11.3	95
CGR4M: Environment and Resource Management	2.5	93	ICS4M: Computer and Information Science	4.8	96
CGW4U: Canadian and World Issues: A Geographic Analysis	8.6	94	PPL4O: Healthy Active Living Education	24.1	95
CHI4U: Canada: History, Identity, and Culture	4.6	93	TCJ4C: Construction Technology	3.5	94
CHY4U: World History: The West and the World	12.0	95	TDJ4M: Technological Design	3.3	96
CLN4U: Canadian and International Law	14.5	95	TGJ4M: Communication Technology	8.0	95
EWC4U: The Writer's Craft	8.4	96			

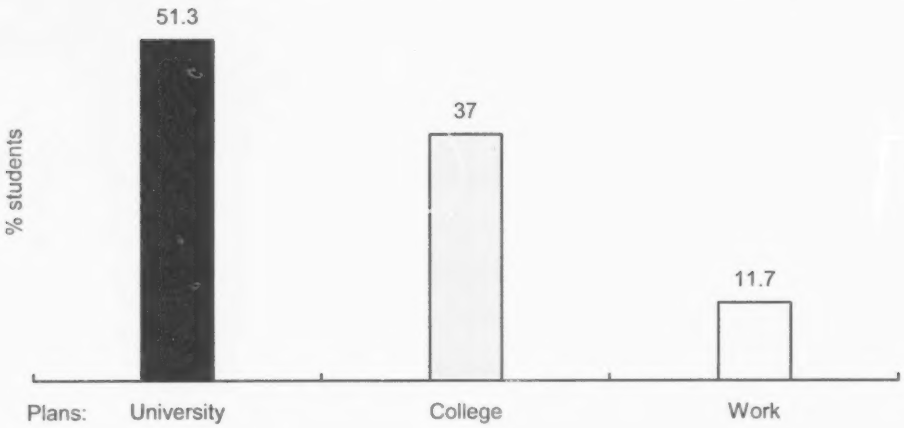
E. Factors Affecting Student Progress

1. Post-Secondary Plans

In anticipating post-secondary school enrolments, it is useful to examine student progress in terms of the plans they have for post-secondary education. This does not mean that student plans in Grade 11 accurately predict university and college enrolments a year and a half later, but it is a useful guideline when examining student progress toward graduation. For example, the progress toward four-year graduation of students planning on university is likely to be more rapid than for those planning on going directly to work after secondary school. Neither do we expect post-secondary plans to correspond closely with secondary school course selection. For example, many of the students taking what appears to be a university-bound program actually plan to attend college. Also, many more students taking mixed timetables of University, U/C, and College courses will ultimately attend a college. The university-bound students are more likely than college-bound students to select courses that are more clearly defined to meet university admissions standards.

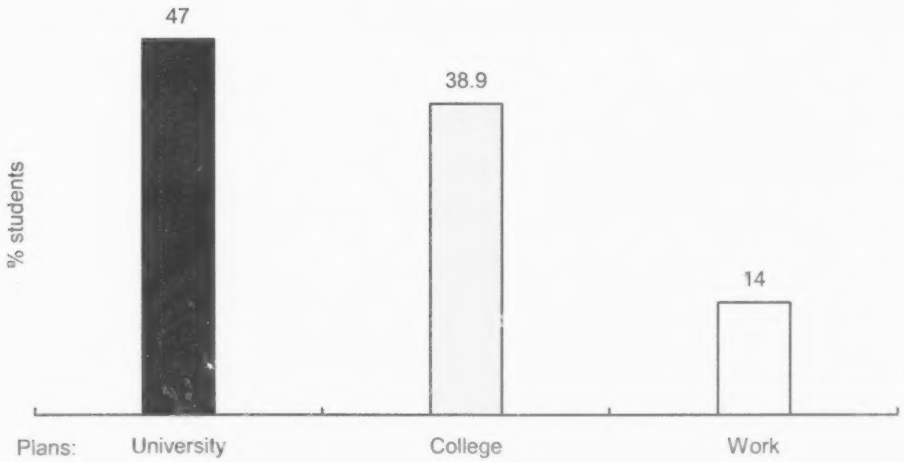
Figures 3.5 and 3.6 present the post-secondary educational plans of students surveyed this past school year in Grades 11 and 12 (see Table B1, Appendix B). There is surprisingly little change over the two years in the proportions planning on university (51.3% down to 47%), college (37% up to 38.9%) and work (11.7% up to 14%), much less than we have noted in the past in the previous program between Grades 11 and 12. Student achievement in Grade 11 courses has had little impact on aspirations. If we find a similar pattern of successful course completion in Grade 12 to what took place in Grade 11, then we wouid have a larger pool, proportionally, of students considering university than was the case in the past.

Figure 3.5: Post-Secondary Plans, Grade 11



'Work' includes responses to four response options: 'Leave before graduating from high school and go directly to work', 'Graduate from high school and go directly to work', 'Graduate from high school and attend a private vocational school', and 'Graduate from high school and enter an apprenticeship program for a skilled trade'.
Other response options not included here were 'Other' (1.3%) and 'Uncertain' (4.5%).

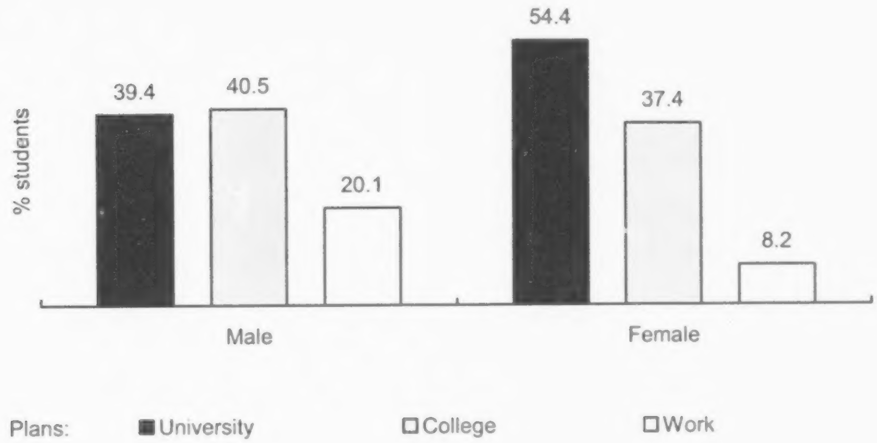
Figure 3.6: Post-Secondary Plans, Grade 12



See Figure 3.5 footnote re responses included in 'Work'.
Other response options not included here were 'Other' (2.6%) and 'Uncertain' (3.2%).

Figure 3.7 presents the questionnaire findings for Grade 12 students by gender for their post-secondary plans (see Table B2, Appendix B). Although a similar proportion of females to males plan on college, far more females plan on university. These differences are more pronounced than we have seen in past surveys.

Figure 3.7: Post-Secondary Plans - Grade 12, by Gender



See Figure 3.5 footnote re responses included in 'Work'.
Other response options not included here were 'Other' (2.6%) and 'Uncertain' (3.2%).

2. Years Expected to Complete Secondary School/Graduation

In the last section of this part, we used credits accumulated after three years along with marks obtained in first semester Grade 12 to estimate graduation rates. Here we examine the students stated plans to graduate, in total, and by planned post-secondary destination. Figures 3.8, 3.9, 3.10 present Grade 12 and 5th Year students' responses to the survey questions "How many years do you expect to take to graduate from secondary school?". Slightly less than two-thirds of the Grade 12 students indicated that they expected to graduate in four years, but another 32 percent expected to graduate within the next year or later. Although the vast majority of students expect to graduate, based on an analysis of credit accumulation after three years, this is not likely realistic.

It is not particularly useful to compare graduation rate plans of Grade 12 students from the first cohort of the Reorganized Program with students in the 5th year of the previous program, however it is important to note that 90 percent of 5th Year students expected to graduate this year.

Figure 3.8: Years Expected to Graduate - Grade 12

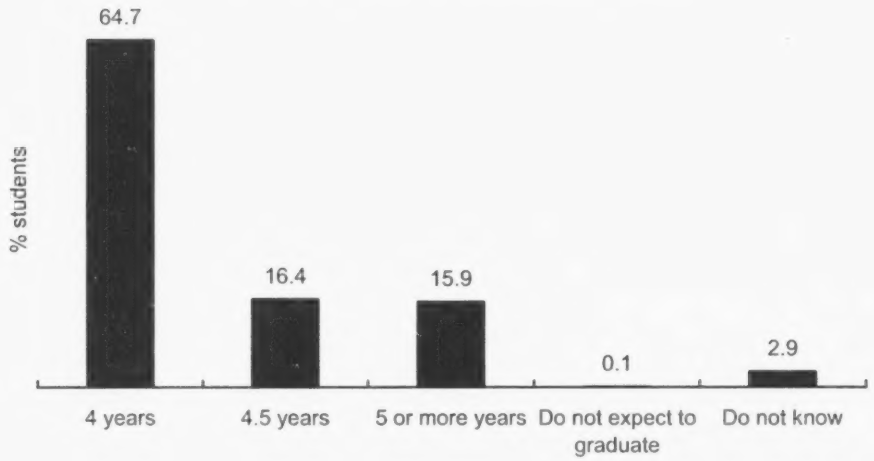
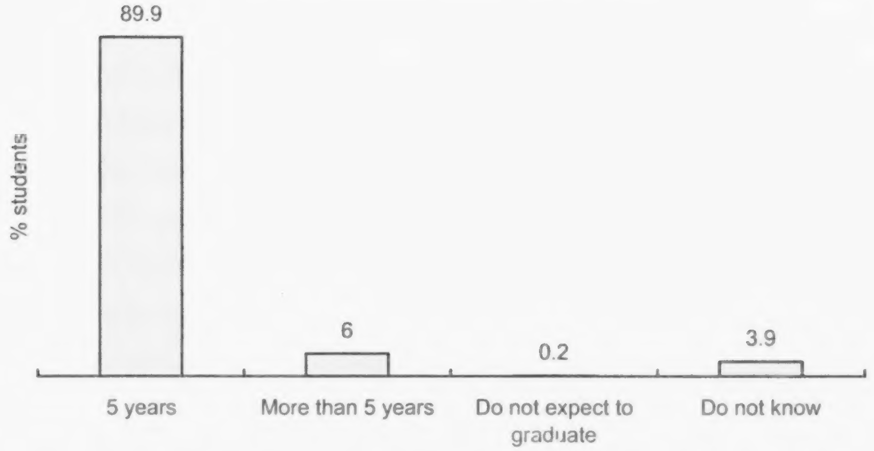
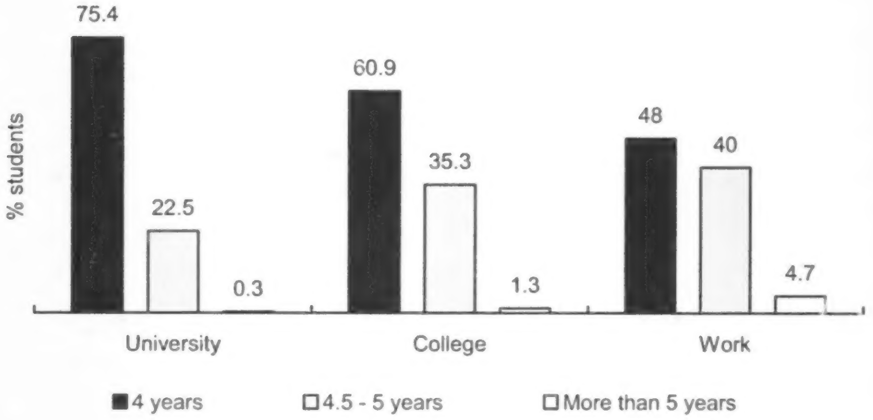


Figure 3.9: Years Expected to Graduate - 5th Year



As expected, more students planning on university and fewer planning on going directly to work, expected to graduate in four years (see Figure 3.10; also Table B3, Appendix B). However, nearly one-quarter of the university-bound students expected to take more than four years to graduate.

Figure 3.10: Years Expected to Graduate - Grade 12, by Post-Secondary Plans

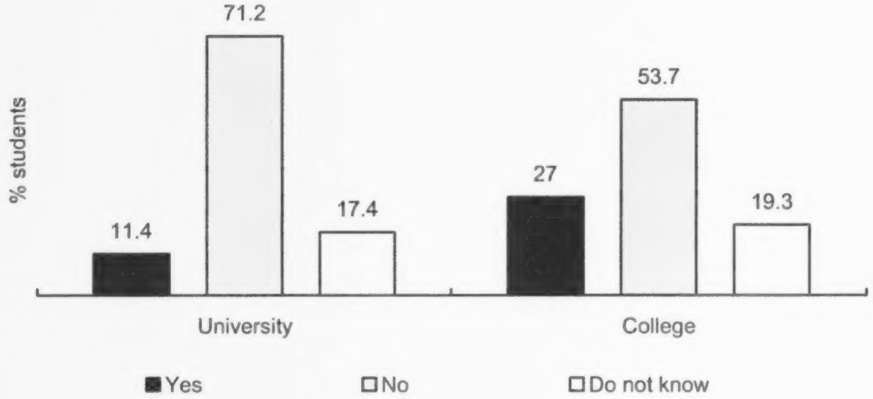


3. Students Planning to Take Time Off Before Post-Secondary Education

There has been a great deal of uncertainty for Grade 12 students in making plans for post-secondary education. Overall application rates to post-secondary institutions were even greater than anticipated, but more applied to university and fewer to college than was expected. Students appeared to be keeping all options open, applying to more universities and colleges than in the past, applying to universities and colleges out of province, considering returning to Grade 12 to raise marks, and taking a year off before enrolling in post-secondary programs to avoid the rush. (In Part II we noted the dramatic increase in post-secondary applications per student.)

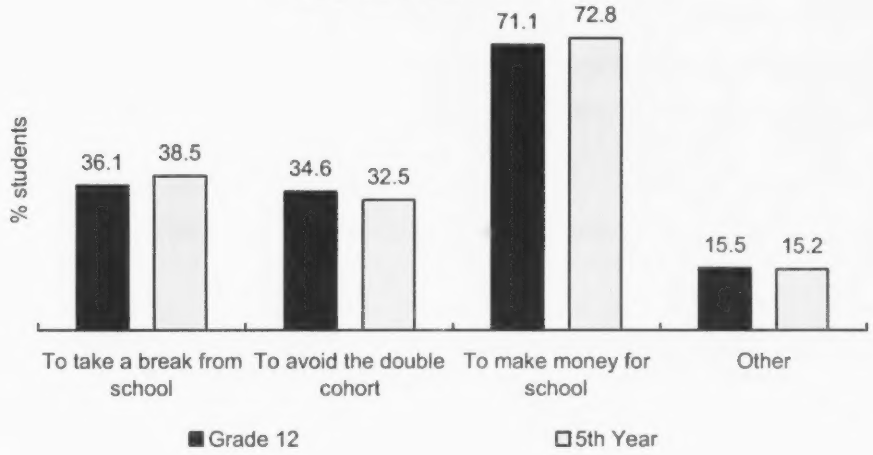
Figure 3.11 indicates the proportions of Grade 12 students by post-secondary plans who planned on taking time off after high school. Since more than half of college enrolments are usually young people who have been out of school a year or more, it was not surprising to find that 27 percent of the students planning on college expected to take a year off. This figure is consistent with previous patterns. The proportion of university-bound students with similar plans to wait a year is higher than in the past, but not inconsistent with the reality of 12 to 14 percent of first-year university enrollees having been out of school a year or more (see Executive Summary, Phase 1 Report).

Figure 3.11: Plan to Take a Year Off After High School Grade 12, by Post-Secondary Plans



When the students were asked the reasons they had for wishing to take time off before pursuing post-secondary education, about one-third of both Grade 12 and 5th Year students indicated concern about the double cohort, but most saw taking time off as an opportunity to make more money prior to attending a post-secondary institution (see Figure 3.12; also Table B4, Appendix B). Over one-third offered 'to take a break from school' as a reason to take time off.

Figure 3.12: Reason for Planning to Take Time Off*
Grade 12 & 5th Year



*Students could respond to more than one reason.

4. Summer School

It was anticipated that summer school would play a larger role in the lives of Ontario secondary students with the advent of the Reorganized Program, and this has proven to be the case. Students are expected to complete 30 credits and graduate in four years, compared to 30 credits in five years in the previous program. Substantial credit loss in Grades 9 and 10 required courses in the new program has placed pressure on some students to take summer school. Also, since Grade 11 marks become part of the post-secondary application requirement, some students feel a need to raise marks in certain Grade 11 courses.

Figure 3.13 presents the proportions of first and second cohort Grade 11 students who took one or more summer school courses after Grade 10. Just over 14 percent took one or more summer school courses (the vast majority took only one course).

Figure 3.13: Took Summer School Course(s) Last Summer
(% 'Yes'; Grade 11)

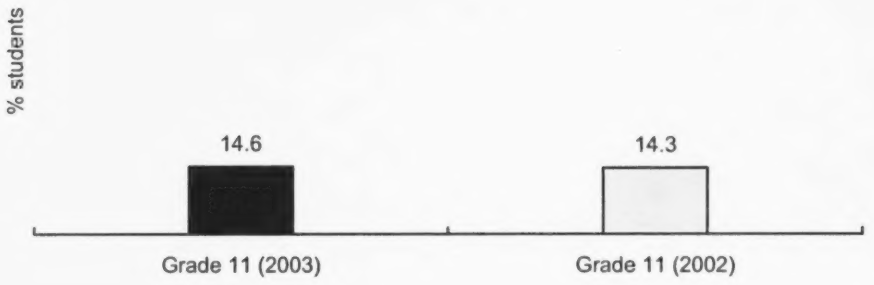
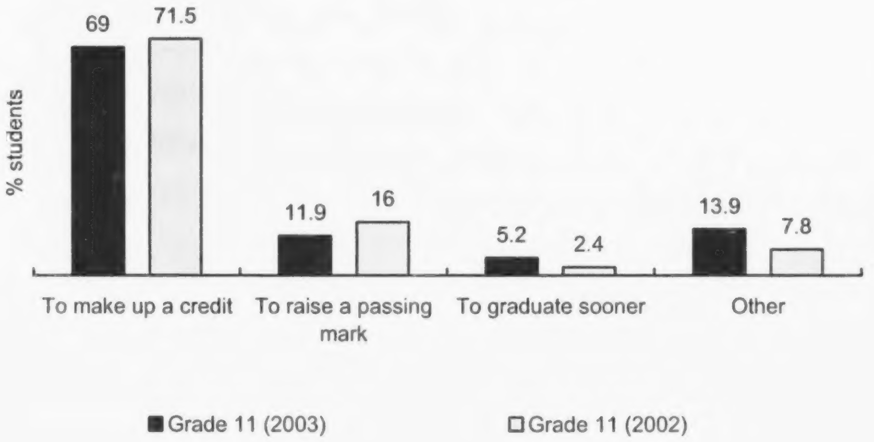


Figure 3.14 indicates the reasons that first and second cohort Grade 11 students took summer school courses. Well over two-thirds of both cohorts took summer school courses to make up for a failed grade.

Figure 3.14: Reason for Taking Summer School Course(s)
Grade 11

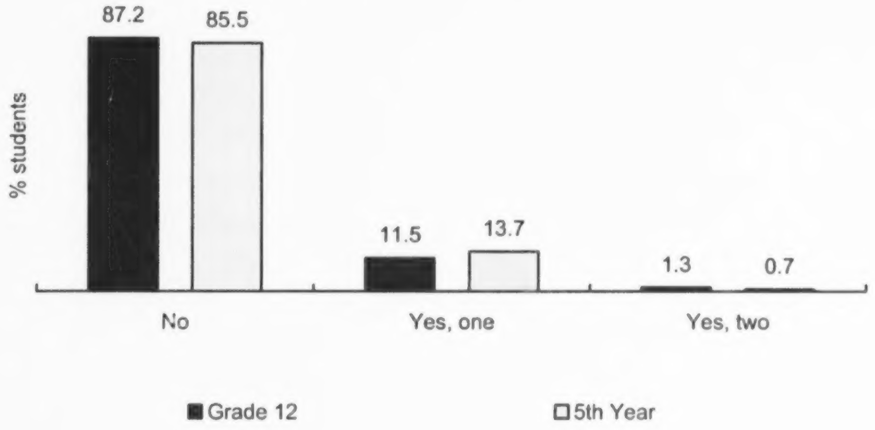


* The Phase 2 questionnaire (2002) also had 'To reduce workload later' as a response option, selected by 2.3% of Grade 11 respondents

Fewer students in the second cohort took a course to raise a passing mark (11.9 vs 16%). "To graduate sooner" is not the factor that it was in the previous program, because it is difficult to graduate in four years. When students gave this response, it was more likely to mean 'instead of having to take a 5th year to complete graduation requirements'.

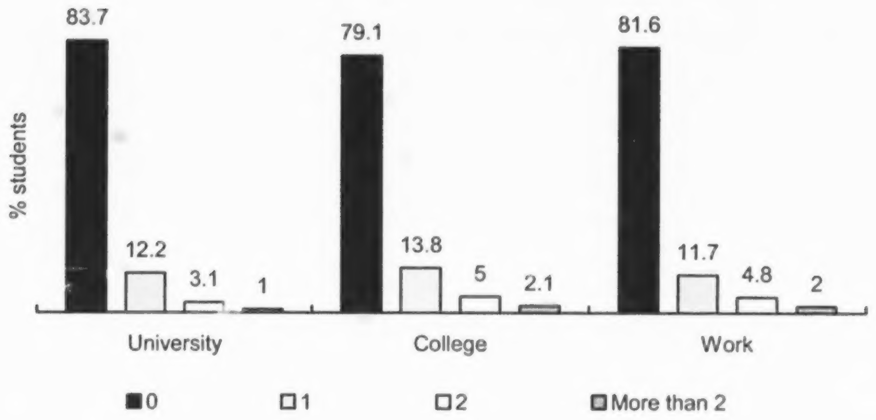
The proportion of Grade 12 students (first new cohort) who took one or more courses in the summer after Grade 11 was 12.8 percent, slightly fewer than 5th Year students (see Figure 3.15).

Figure 3.15: Took Summer School Course(s) Last Summer
Grade 12 & 5th Year



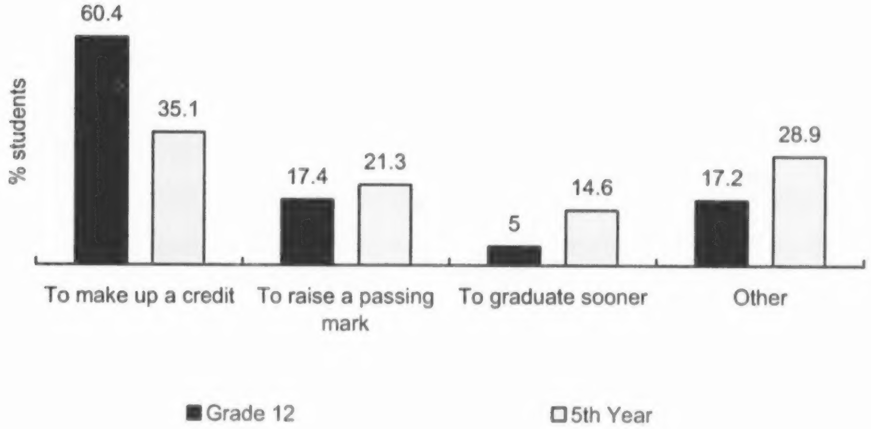
Interestingly, the proportions of Grade 12 students for all destination categories who had successfully completed a summer course(s) varied only slightly with more college-bound students having done so (see Figure 3.16).

Figure 3.16: Summer School Courses Completed - Grade 12, by Post-Secondary Plans



Three-fifths of the Grade 12 students who took summer school courses after Grade 11 did so to make up a credit compared to only 35.1 percent of the 5th Year students (see Figure 3.17).

Figure 3.17: Reason for Taking Summer School Course(s) Grade 12 & 5th Year



Of those responding to 'other' reasons, a small proportion of Grade 12 and 5th Year students took summer courses for the purpose of upgrading from college-preparation courses to university-preparation courses. Additionally, some students took Cooperative Education because they could not fit it into their regular school timetable.

The school-to-work Grade 12 and 5th Year students typically took a summer course to make up a failed course, while university-bound 5th Year students were almost as likely to take a summer school course to raise a mark as to graduate sooner (see Tables B5 and B6, Appendix B). More Grade 12 students took a summer school course to raise a passing grade.

Some guidance counsellors commented on drawbacks and advantages of taking courses at summer school.

> *The average Applied student has failed a course or two by the end of Grade 10. One of the big snags is when they fail half of the Civics/Career Studies combination. How to recover the ½ credit is a problem.* [Also] *Summer school transportation is a problem.* (Guidance Counsellor)

> *They can get their Math credits in summer school, but they cannot come back and be successful at the next course. We have lots of students going to summer school.* (Guidance Counsellor)

> *In Math they* [students taking Essential Skills in Math and English] *will attempt the Applied and fail and will go to summer school and then take the Grade 11 Workplace.*
>
> (Guidance Counsellor)

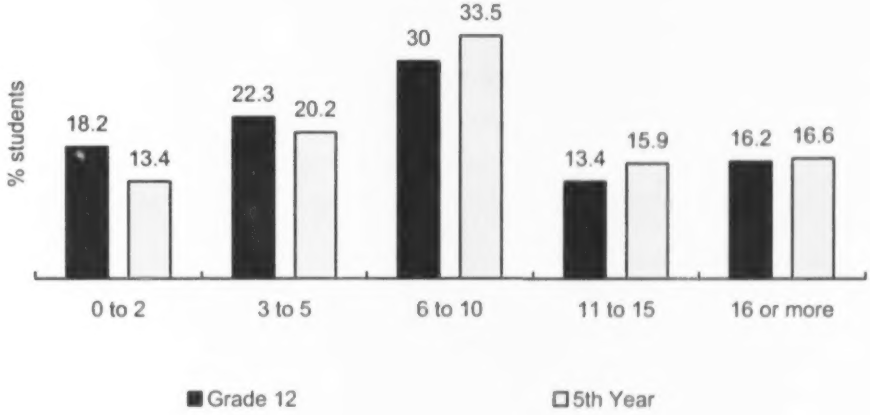
In general, one in eight students in the Reorganized Program takes a summer school course each year—a dramatic growth since the previous program, and the main purpose is to make up for credit loss in order to facilitate graduation in four years.

5. Homework

There was an assumption that courses in the Reorganized Program would have greater academic expectations than their parallels in the previous system, and, consequently, greater expectations of students with regard to homework. Figure 3.18 compares Grade

12 students in the new program and the 5th Year students in the previous program in terms of the number of hours spent weekly on homework. Similar proportions of students did 16 hours or more per week, but substantially more 5th Year students did 6 to 15 hours per week. More of the Grade 12 students did 0 to 2 and 3 to 5 hours of homework per week, and this could be related to the greater range of student achievement in Grade 12 compared to the last year of the old program.

Figure 3.18: Hours Per Week Spent on Homework
Grade 12 & 5th Year



When students in Grades 11 and 12 of the new program were compared in terms of hours of homework done per week (see Figures 3.19 and 3.20; also Tables B7 and B8, Appendix B), it was clear that homework done was directly related to educational plans; the university group doing the most and the work-bound group the least. Very few of the work-bound students spent more than 11 hours per week on homework. Half of the Grade 11s and slightly less than half of the Grade 12s planning on going directly to work spent less than two hours per week on homework.

Figure 3.19: Hours Per Week Spent on Homework - Grade 11, by Post-Secondary Plans

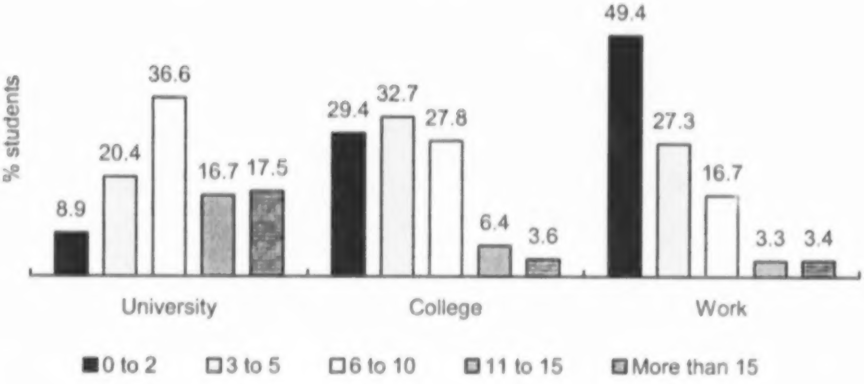
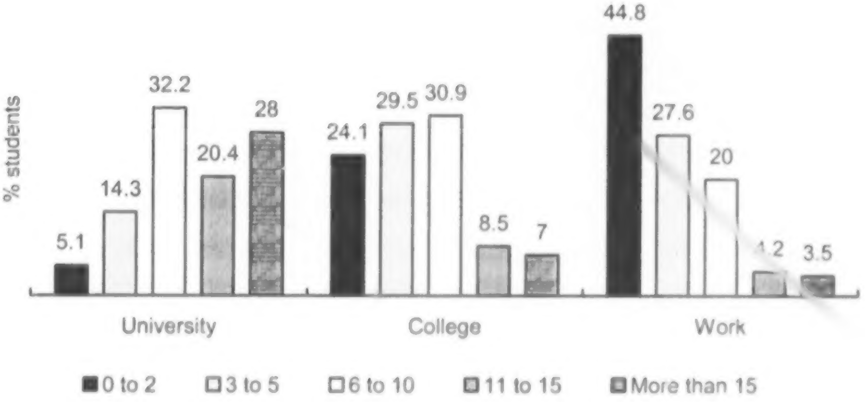


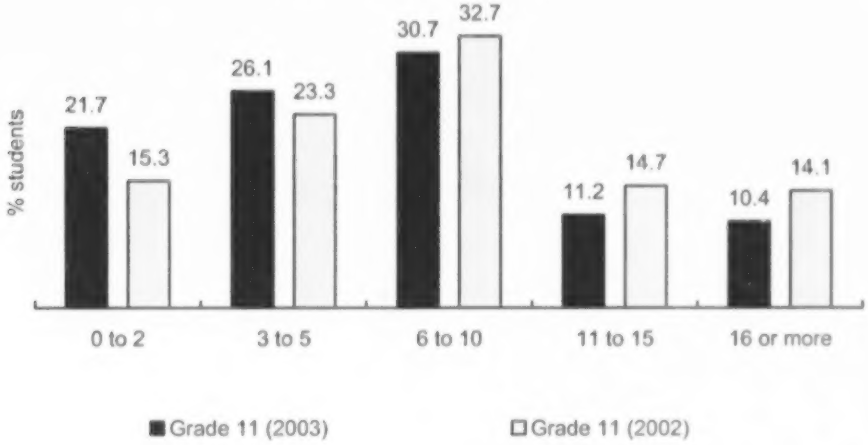
Figure 3.20: Hours Per Week Spent on Homework - Grade 12, by Post-Secondary Plans



When comparing the first and second cohorts in the Reorganized Program in hours per week spent on homework while in Grade 11 (see Figure 3.21), there were some interesting differences. The second time around, Grade 11 students overall did less homework. Fewer in 2003 were in the 11 or-more-hours-per-week category (21.6% vs.

28.8%) and more were in the 0 to 2 hours per week group (21.7% vs. 15.3%). The first time through these courses was a learning experience for both students and teachers, and the second time through may be a better predictor of future patterns of homework time spent.

Figure 3.21: Hours Per Week Spent on Homework
Grade 11 (2003 & 2002)



Guidance counsellors showed concern for students' workload:

> *The Grade 11 University curriculum is almost killing the students with the amount of work that is there.* (Guidance Counsellor)

> *Students are now forced to take three Sciences in Grade 11 to go on. To cover all your bases you need to take the three Sciences. Many students have part-time jobs and with the homework load necessary to do well, it is too great.*
> (Guidance Counsellor)

Students described the pressure they felt:

> *It's hard to be a normal teenager what with all the homework, my job, and the stress of keeping relationships going with a boyfriend and at home.*
> (Grade 12 university-bound female)

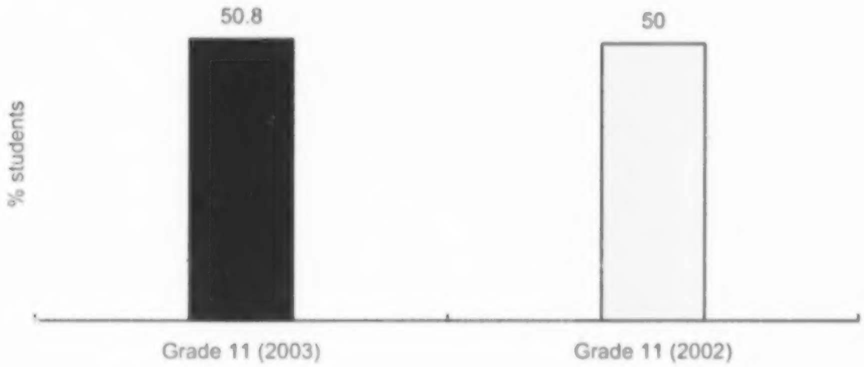
> *I did lots of homework at the beginning of the semester, but lately I have dropped* [marks] *down to the 80s* [80%]. *Have to depend on 'acing' the exam in a few courses and bringing up my marks.* (Grade 11 university-bound male)

> [I'm] *doing about five hours* [of homework] *a week. Don't have a whole lot of time. I love my hockey and my job takes a lot of my time... I put in about 20 hours a week* [on the job]. (Grade 11 university-bound male)

6. Part-Time Jobs

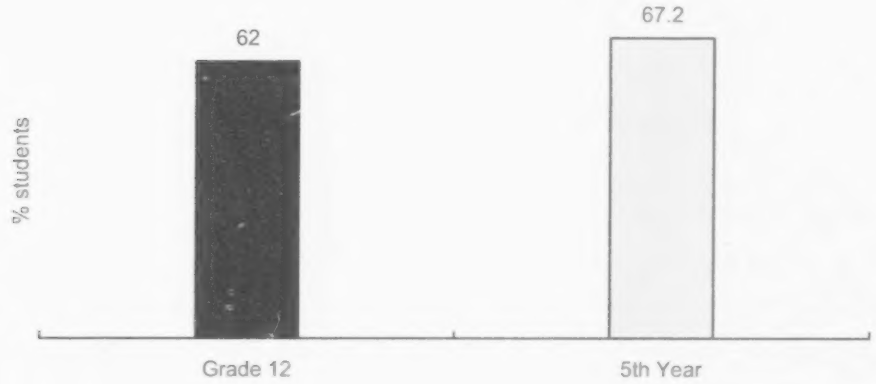
Does part-time work interfere with school achievement? Previous research has shown that when students spend 15 or 16 hours per week or more, marks obtained are lower and credit loss is higher. Figure 3.22 presents the percentage of Grade 11 students in the first two cohorts who work part time. About half of the students in each cohort work part time and are paid for it.

Figure 3.22: Have A Paid Part-Time Job (% 'Yes')
Grade 11 (2003 & 2002)



Two-thirds of the 5th Year students and 62 percent of the Grade 12 students worked part time (see Figure 3.23). Similar proportions of Grade 12 university and work-bound students held paid part-time jobs (59 and 61 percent), and more college-bound students did so (65.3%, see Tables B9 and B10, Appendix B).

Figure 3.23: Have A Paid Part-Time Job (% 'Yes')
Grade 12 & 5th Year



When student number of hours worked per week was broken down by post-secondary plans (see Figures 3.24 and 3.25), the university planning students were more likely to be in the 1-10 hours group and the college, work-bound and apprenticeship students were more likely to be in the more than 20 hours of work group.

Figure 3.24: Hours of Part-Time Work Per Week by
Post-Secondary Plans - Grade 11 (2003)

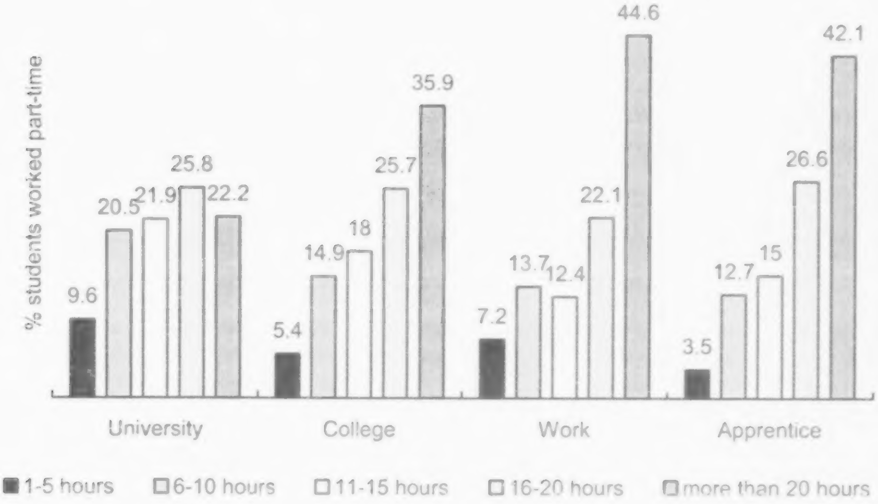


Figure 3.25: Hours of Part-Time Work Per Week by Post-Secondary Plans - Grade 12

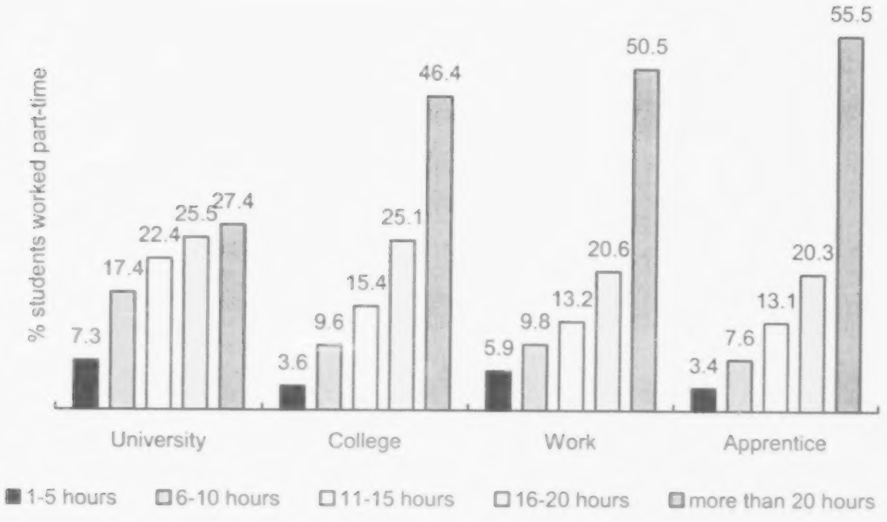
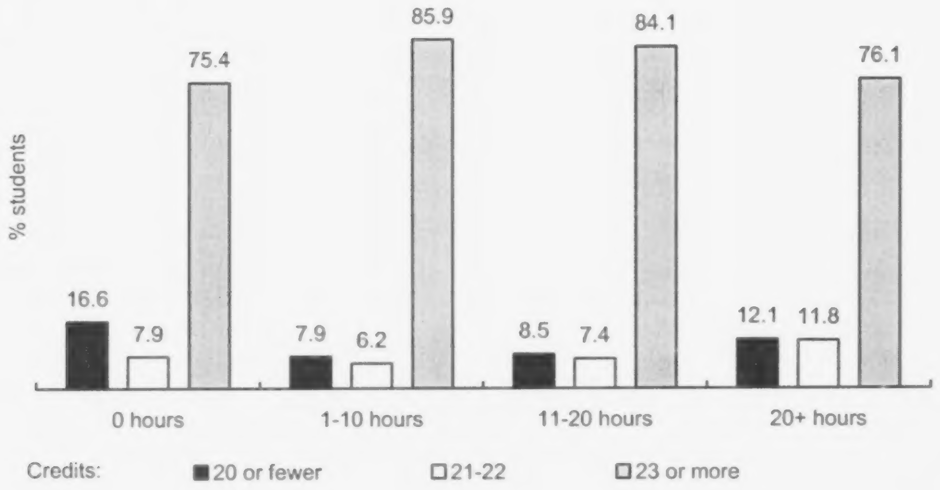


Figure 3.26 presents the relationship between the number of hours worked part-time by Grade 12 students and the credits they have obtained after three years of secondary school. Ironically, students who did not work part-time were no better than those working more than 20 hours a week in terms of obtaining 23 credits or more. Also, non-working students were more likely to have 20 or fewer credits. The other two groups had about 85 percent with 23 or more credits. This finding tends to support our previous finding that some part-time work enhances student achievement.

Figure 3.26: Part-Time Hours by Credits Obtained - Grade 12



7. Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) is administered by the Education Quality and Accountability Office (EQAO) to students in the fall of their Grade 10 year. The test takes approximately five hours over two days (2.5 hours each morning of a Wednesday and Thursday in October), and it consists of a reading and writing component. Students receive either a pass or fail in each component, and, in order to graduate must have successfully completed both components of the OSSLT.

The first of the new cohorts completed the test in their Grade 10 year, but it was not required for graduation purposes at that time. The second and third new cohorts wrote the tests in February 2002 and October 2002, respectively (the first test was delayed because of teacher strikes). Of those English-language students who wrote the test, 75 percent (4% of students were deferred and 3% absent) of the eligible students successfully completed both sections of the test in its first administration, and of those who wrote, 72 percent (with 4% deferred and 3% absent) successfully completed them the second time. Because many schools had implemented literacy development initiatives, it is disappointing that success rates had not improved after the second test was administered. There is no question that failing the test has serious implications for some students.

The Ministry of Education initiated an At-Risk Working Group whose purpose was to develop a series of recommendations concerning students at risk of not graduating as well as to examine the role played by the Literacy Test on overall student progress. The Working Group recommended that the OSSLT be reviewed for content and purpose, but for the most part, accepted its role in the schools (see the At-Risk Working Group January 2003 report on the Ministry website). They made a series of recommendations designed to improve students' performance on the test and overall progress toward graduation.

We have noted in Figure 3.1 in Section 3 of this part that a substantial number of students are in danger of not graduating successfully from the Reorganized Program. It would appear that the numbers of those at risk of not successfully completing the OSSLT and those not graduating because of low credit accumulation are about the same. At the present time, we are attempting to examine the extent of overlap of these two groups of students.

One of the recommendations of the At-Risk Working Group (along with many of the others) has been implemented for the upcoming school year 2003-04; that is, a Grade 12 Literacy course that will meet compulsory English course requirements has been put in place to act as an equivalent to the OSSLT for students who have been unsuccessful on the test. Grade 12 students who successfully complete the course will be eligible to receive their diploma. A number of school administrators and guidance counsellors expressed concern about the course having very low enrolments.

> *The course is a good plan, but it will only be needed by six or seven students* [in this school]. (Guidance Counsellor)

> *Any course that did not fit a 25-1 ratio was cut from our timetable. We would be lucky to have 10 students who would take the literacy course. We would have to send them to…*[another school]. (Social Science and Humanities Teacher)

> *Literacy course will not be viable due to low enrolments….* [Also} *students would not want to be seen in it. It would identify them as failures. It is still nice to have it as an option for students.* (Guidance Counsellor)

> *The Literacy course is not viable as we do not have enough to make a class. Students are worried about having to change schools to take the class. We are offering a non-credit summer prep course.* (Special Education Teacher)

Teachers and a principal commented on the anxiety of students who anticipate failing or actually fail the test, and the continued stigma that these students taking the Literacy course will feel:

> *For our students who have IAP, the length and structure of the test is problematic. They were intimidated by the process. We have students we have not been able to get in the building on the test days.* (English Teacher)

> *The tension around the Literacy Test is substantial for both teachers and students. It has been a blow to many* [students] *who discovered they didn't pass it, especially those who failed a second time. Many who fail the test have other academic problems, but the test results can be pretty discouraging.* (Principal)

> *…For some, it* [failing the test] *is a huge blow and they start to think of themselves as dummies. They internalize their failure and it sets them on a path for life….* (Guidance Counsellor)

A number of school officials were concerned that results of the second try on the test came to the schools too late to timetable the course effectively in Grade 12.

> *The Ministry does not seem to understand the timing of the test is not conducive to taking the class, because students do not know if they pass it until June.* (Vice Principal)

Perhaps the greatest burden associated with the OSSLT is that at-risk students are already well behind in credit accumulation. The addition of the Grade 12 Literacy make-up course on top of that fact may not help them move towards obtaining their graduation diploma in four or even five years.

> *Half of my Applied students failed the test, and all 13 in my Grade 11 E Science course had failed…the effect on some was quite demoralizing, others didn't seem outwardly concerned, but some are down credits already and you wonder whether they will make it to graduate.* (Science Teacher)

There is a general acceptance of the Literacy Test as part of the Reorganized Program, and the additional workload that it entails, including the remediation activities required.

> *The Literacy Test, when it first started, had a negative impact. It is less of a problem now. Now we just do it and forget about complaining about it. It is just something else that has to be done.* (Guidance Counsellor)
>
> *It (OSSLT) is good in that it has made school more serious for some kids. It forces them to see that school and life have a connection; but a test for all kids is really unfair…the group at the bottom end is not served by the test. From this point of view, it may increase dropouts….As well, the test creates a lot of work and pressure for administration….they are coping with it, though.*
> (English Dept. Head)

F. Estimating Graduation Rates

Patterns of student post-secondary educational plans, corresponding subject achievement and credit accumulation, and summer school attendance all play important roles in the development of estimates of student progress toward graduation as well as planning university and college enrolments. To what extent does credit accumulation to Grade 11 and achievement in first semester Grade 12 give us a picture of four-year graduation rates? To answer this question, we refer to two sources of credit accumulation data—the Ministry of Education data files up to the end of Grade 11 and the Grade 12 Student Survey responses—and first semester Grade 12 marks for all courses. From these sources we can estimate the proportion of students likely to graduate after four years in the Restructured Program.

Figure 3.27 presents the total number of credits accumulated by the first new cohort after three years of secondary school, including summer school. Schools typically require students to take eight courses in each of Grades 9, 10 and 11, therefore, 24 or more credits indicates successful completion of all courses. Over one-quarter of the students have 20 or fewer credits and are very likely to drop out of school before graduating. Another 5.4 percent have lost three credits, almost all including Mathematics, and are also at risk.

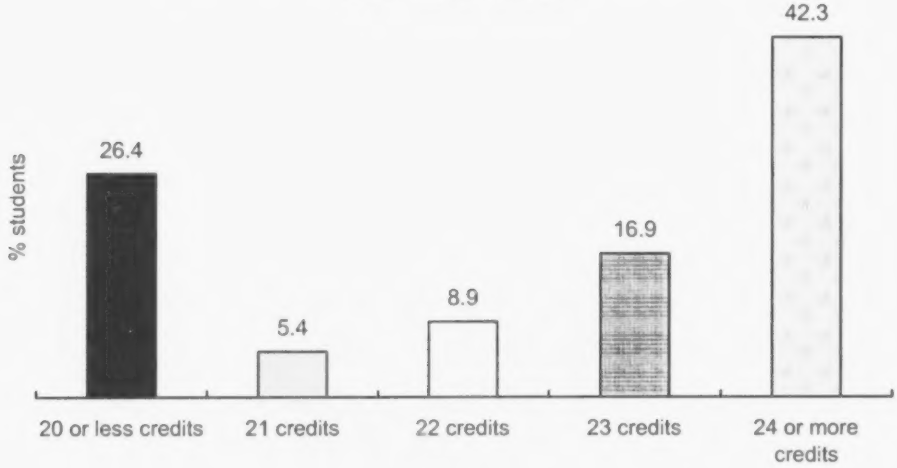


Figure 3.27: First New Cohort Credit Accumulation After Three Years*

*Source: Ministry of Education: 61,641 students in 722 schools.

What is the impact of Grade 12 student achievement and corresponding credit accumulation on graduation rates? While it is true that the majority of students planning on university take six courses in Grade 12, many of the others take seven or eight to make up for lost credits. Substantial numbers take Cooperative Education (in a two-credit format) which is relatively free of a risk of failure. Generally speaking, failure rates are quite low in Grade 12 (see Tables 3.1 to 3.4) except for Workplace courses (see Part VI A). As a result of the low credit loss in Grade 12, the vast majority of students who might be expected to graduate on the basis of their first three years of achievement would likely graduate after four years.

If we assume all of the 24-credit-completion group would graduate in four years (42.3%), most of the 23-credit group (15%) and half of the 22 credit group (4.5%), we would have a projected four-year graduation rate of about 62 percent (not inconsistent with the students' own estimates – 64.7%, see Figure 3.8, p.57). This is well below the five-year graduation figure of the previous system (above 78%). Ironically, students in the Reorganized Program were doing comparatively well in Grades 11 and 12, but never overcame the sharp differential in Grade 9 credit accumulation between the old and new programs (see discussion of credit accumulation in the Phase 2 Report, pp.90-95). Even if we assume that most of the students returning to secondary school for a fifth year will graduate, the graduation rates will not surpass those of the previous system.

The Phase 2 analysis showed that the majority of students who took Applied courses in Grades 9 and 10 are at risk of dropping out. Grade 11s progressing to Grade 12 who can be distinguished as 'university-bound' students have been relatively successful in the expected rate of credit accumulation. While it is more difficult to classify the remaining students in the Grade 12 group in terms of distinctive destinations, as a group they have not been as successful in attaining the expected number of credits. To summarize then, students in the Reorganized Program are progressing in such a way that will produce a graduation rate of approximately 62 percent at the end of four years and a dropout rate of about 25 percent.

Part IV. Course Offerings, Selection and Delivery

A. Introduction

New curricula for Grades 11 and 12 of the Reorganized Program involved five types of courses with the sequencing necessary to lead to university, college, and the workplace. As a result, over 160 Grade 11 and Grade 12 courses were developed – too many for all but the largest schools in the province to offer. Decisions had to be made at a school board and school level on what courses should be offered at each school and what the minimum number of students selecting a course would be to make it viable. We examined course calendar/prospectuses and school timetables from 18 schools in order to examine variability in course offerings and to determine the relationship between course offerings and actual course timetabling. Factors underlying these decision-making processes were identified in interviews with school administrators and teachers from 10 English schools visited. Course enrolments over the three years of the study in a sample of schools are discussed in this part, and the Semester 1, 2002-03 course enrolments presented in Part III are examined.

B. Determining Course Offerings

An extensive discussion of the Grade 11 course offerings was presented in the Phase 2 Report. When we analyzed the Ministry of Education data file for Semester 1, 2002-03 from 644 schools, the same issues were apparent. The following comments are essentially a summary of the findings from the analysis of the data file and an analysis of the school calendars.

- Many courses are not offered in the majority of schools, especially courses in the Canadian and World Studies and Social Sciences and Humanities areas, as well as some of the non-required English courses (e.g., EPS3O).
- Almost all Workplace courses that were offered have such small enrolments that they must be combined across grades (e.g., TCJ3E and TCJ4E) or blended with other courses (e.g., CLU3E and CLU3O). In some cases blended courses have overlapping content, but in other cases the content of each of the blended courses is quite distinctive (e.g., BMX3E with some other Business course, and

CGT3E with some other Geography course). When the blended courses are not compatible, this makes instruction extremely difficult for teachers.

- Most schools attempt to offer too many courses resulting in low enrolments in many courses and the need to blend or drop courses.

Expectations are different for Grade 11 students in comparison with Grade 12s regarding the number of courses taken per year. Where most schools require that students take eight courses in Grade 11, they may take as few as six in Grade 12, and, in fact, that was the most common practice.

In order to illustrate the wide range of factors that must be taken into consideration when a school decides what courses to offer in Grade 12, the course offerings and actual enrolments from five schools with different characteristics are presented in Table 4.1.[*]

A critical factor influencing these decisions is that the majority of Grade 12 students take at least one English, Mathematics and Science course among their six courses. To fill out the other three spaces, most students must select from a wide variety of courses that are consistent with the admission requirements of the post-secondary institutions they wish to attend. In the case of university requirements, students must select from a combination of U and U/C courses. This means that any Open course they wish to take, is over and above the basic six courses.

The first of the five schools described, School A, is a small school limited in what it can offer by the size of its enrolment (n = 205). The second, School B, is a school specializing in The Arts; this school is also relatively small (n = 620) and offers a wide range of courses in The Arts. The third, School C, is a large Catholic school (n = 1100) in a metropolitan suburb faced with the requirement that each student must take a

---

[*] Note that although actual course codes are used in the tables, U, M, C, E and O: terms for university-preparation courses, university/college-preparation, college-preparation, workplace-preparation and open are shortened in the text to U, U/C, C, Workplace and O.

Religion or Religion-equivalent course in each of Grades 11 and 12. The fourth school, School D, is a suburban school (n = 690) with a substantial proportion of students planning on attending university. The fifth, School E, is a large rural school (n = 1[illegible]) attempting to serve the needs of a wide variety of students. Each of the schools faces a different set of challenges in developing its course offerings and then determining whether a course will be offered or not.

Table 4.1: Grade 12 Course Offerings & Enrolments
Five Schools

Schools:	A	B	C	D	E
Courses	Small School	Arts Program	Catholic	Suburban	Large Rural
Business Studies:					
BAN4E	--	--	--	--	--
BAT4M	0**	--	0	0	8
BBB4M	--	--	14	--	3
BBB4E	--	--	--	--	--
BDV4C	--	--	0	--	--
BOG4E	--	--	--	--	--
BOH4M	--	--	--	--	--
BTX4C	--	--	0	--	10
BTX4E	--	--	--	--	0
Canadian & World Studies:					
CGO4M	--	--	11	--	--
CGR4M	--	--	0	17	8
CGR4E	--	--	--	--	--
CGU4C	--	--	--	--	--
CGU4U	--	--	--	--	0
CGW4U	0	34	10	12	9
CHI4U	--	--	--	0	0
CHM4E	--	--	--	--	--
CHY4C	42	--	--	--	--
CHY4U	69	9	6	36	13
CIA4U	--	16	19	--	9
CLN4U	0	--	17	18	17
CPW4U	--	--	8	--	--
English:					
ENG4U	40	46	54	71	49
ENG4C	51	48	38	23	42
ENG4E	4	--	2	0	4
ETS4U	--	28	--	--	0
EWC4U	0	3	7	35	--
EWC4C	--	--	--	--	10
ETS4C	--	--	--	--	--
EBT4O	--	--	12	--	--
French (FSL):					
FEF4U	0	--	--	--	--
FIF4U	--	--	--	13	--
FSF4O	--	--	--	--	--
FSF4U	--	--	0	0	1
Social Sciences & Humanities:					
HFA4M	--	--	--	--	27
HHG4M	--	--	--	--	0
HHS4M	--	--	18	37	15
HNB4O	--	--	--	--	9
HSB4M	22	41	23	55	--
HZT4M	--	--	41	--	--

-- = not offered 0 = offered in the school calendar/course guide but did not run ** = offered alternate years

Table 4.1: Grade 12 Course Offerings & Enrolments
Five Schools (cont'd)

Schools:	A	B	C	D	E
Courses	**Small School**	**Arts Program**	**Catholic**	**Suburban**	**Large Rural**
Mathematics:					
MAP4C	64	14	11	15	30
MCB4U	20	36	37	37	20
MCT4C	0	1	8	0	10
MEL4E	4	--	1	--	6
MDM4U	0	15	30	34	16
MGA4U	7	14	11	11	6
Health & Physical Education:					
PLF4C	49	--	--	--	7
PPL4O	16	48	17	27	16
PSE4U	0	--	0	9	11
Science:					
SBI4U	44	29	16	26	20
SCH4U	53**	19	21	28	16
SCH4C	--	--	7	--	13
SES4U	--	--	5	--	--
SNC4M	--	--	--	--	--
SNC4E	--	--	2	--	--
SPH4U	0*	9	15	11	8
SPH4C	--	--	8	--	1
Technological Education:					
TCJ4C	--	--	--	--	--
TCJ4E	--	--	--	--	--
TDJ4E	--	--	--	--	--
TDJ4M	--	--	--	--	4
TFS4C	--	--	--	--	--
TFH4E	--	--	--	--	--
TGJ4M	--	--	7	--	0
TGJ4E	--	10	1	--	1
TMJ4C	--	--	--	--	10
TMJ4E	--	--	--	--	4
TPE4E	--	--	--	--	--
TTJ4C	--	--	--	--	--
TTJ4E	--	--	--	--	2
TPO4C	--	--	--	--	--
TPT4C	--	15	--	--	—
ICE4M	--	--	--	--	11
ICS4M	9	--	10	0	10
The Arts:					
ATC4M	--	--	--	--	—
ADA4M	--	56	0	4	24
ADA4O	--	--	--	--	--
AEA4O	--	--	--	--	--
ASM4O	--	--	--	6	—
AMU4M	16	19	3	2	8
AVI4M	--	51	11	--	9
AWQ4M	--	--	0	--	—

-- = not offered   0 = offered in the school calendar/course guide but did not run   ** = offered alternate years

In School A, although the majority of students were not planning on university (51% took Grade 12 C English), Science and Geography were only offered as university-preparation courses. In addition, some Science and Canadian and World Studies courses had to be offered in alternate years to draw enough students to make them viable. Well over one-half of the Ministry of Education Grade 12 courses were not offered.

School B is one of Ontario's "Arts" secondary schools, a specialized school model that has proven to be very successful. In these schools, it is necessary to offer multiple courses in The Arts of the same type each year if students are to specialize (e.g., two or more Grade 12 U/C Arts courses). On the other hand, the schools are usually relatively small in student numbers limiting what other courses can be offered. School B offered only one Workplace course and a very limited array of Canadian and World Studies and Social Sciences and Humanities courses. As in School A, only U Science is taught.

School C, the large suburban Roman Catholic school, offers Workplace programming even though student enrolments are low and Workplace courses must be blended together—3E/4E, or with other courses—4E/4C. It offers a full range of Mathematics, English, and Science courses, but is very selective in the Canadian and World Studies and Social Sciences and Humanities areas. Single 4U courses are offered in History (CHY4U) and Geography (CGW4U). Large enrolments in Philosophy (HZT4M) attempt to meet the Grade 12 Religion requirement.

School D, the typical, relatively small academic school, offers a narrow range of courses with assured enrolments to fill sections and with little need for blended courses. Very few courses are drawn from Canadian and World Studies and Social Sciences and Humanities to ensure viability of the courses that are offered. Efficient use of resources and staff is the timetabling priority as opposed to the offering of a wide range of courses.

School E, the large rural school with a diverse population, makes the effort to offer programming to meet all students' needs. The majority of courses are offered and delivered; blending across years and within years is common. There are fewer instances of courses being offered with no student selecting them (i.e., Os) than in most of the other 17 schools studied in depth. Timetabling is very challenging in School E.

Each of the schools takes its own route in the development of course offerings. The following quotes illustrate the process in other schools.

> *We serve the kids in the catchment area. ...Since our school has kids who need Applied courses, if we offered mainly Academic courses, we wouldn't be doing anything for those kids (needing Applied).... But we still have to be competitive. ...If we are not competitive with the (nearby larger) Catholic school, we run the risk of losing students (to them). ...It's really a juggling act (to consider course offerings); we cannot be all things to all people. When we look at the Prospectus (course calendar), we ask ourselves, where are kids going and what courses do they need to generate the number of credits they require to get there.... It is clearly a 3R curriculum...and its creating divisions with departments. Teachers of Arts and PE don't feel as valued in their subject areas...they feel like second class citizens.* (Principal, Suburban School – 700 students)

> *First, the Heads decide what to offer in the calendar. We have lots of students from group homes (about 20 homes and 80-100 students); so we offered Workplace courses, but the kids didn't select them. Lots of university courses were selected. Second, we look at course history – requests made last year. If any exist that were not chosen, we will offer it as an option for one year or offer/run it in alternate years. There are lots of singletons [single section courses] in a small school like ours.*
> (Vice-Principal, Small School – 500 students)

C. Student Timetables

In order to identify common patterns in Grades 11 and 12 student timetables, we examined approximately 800 individual student course selection forms from ten schools.

We noted in the discussion of three years of credit accumulation in the Reorganized Program that, except for the 48 percent of students taking English, Mathematics and Science at the U and U/C levels, it was difficult to discern other common themes. All students were required to take English, Mathematics and either Science or Technology, but less than 20 percent replaced the Science with a Technology course. Almost all schools had a requirement that students take eight courses in Grade 11. Students were provided with a wide range of subject choices beyond the core English, Mathematics and Science courses. The other constraints built into diploma requirements were not overly limiting e.g., one Business Studies credit, or an additional credit in Health and Physical Education, or an additional credit in The Arts.

Some courses were particularly attractive: nearly one-quarter of the students took U/C Law; 22 percent took U/C Introduction to Anthropology, Psychology and Sociology; another 17 percent took the Open Parenting course; U/C Computer and Information Science drew 13 percent; and, the U/C Communication Technology course drew 15 percent. Only about one-third of the students took Health and Physical Education.

In summary, there was a discernable pattern in the group of students planning on university in U and U/C course selection and meeting university prerequisites. Less than 15 percent could be clearly seen as focusing on college program admission requirements. At least one-third of the students were making up lost credits and were taking course combinations that provided them with the greatest opportunity of graduating as opposed to preparing themselves in some programmatic area.

The Grade 12 student course selection sheets were more focused than was the case for Grade 11. Many Grade 12 students took only six courses. About 28 percent took U English, one or two U Mathematics, and one or two U Science (four courses overall) leaving only two timetable spaces to be filled with U or U/C courses. (College and open courses were not appropriate for meeting university admission requirements.) Another 15 percent took 4U English and a wide variety of other U and U/C courses in order to keep the door to university open. About 7 percent could be identified as planning for a college technology program by taking C English, C Mathematics and one or two Sciences. Another 10 percent selected C English, U/C Business, C Mathematics and a Technology course, a sequence that would prepare them for college. Ten percent were taking C English, two Technology courses, and in many cases, Cooperative Education, perhaps with apprenticeship plans in mind. This latter group typically had failed courses to make up. There was no clear pattern in the other student course selection sheets except that courses were taken across two or more years to make up for credit loss.

D. Course Offerings

For each year of the study, 80 schools were selected from our larger sample of schools in order to conduct a school calendar analysis of course offerings. Sixty-four schools provided calendars for 2001-02 (Phase 2), 42 for 2002-03 (Phase 3), but only 30 for 2003-04. The low return rates of calendars for the past two years make it virtually impossible to develop valid provincial trends, but the following analysis does provide a useful picture of course offering patterns.

1. Grade 11 Course Offerings

The following four tables present the number of schools offering Grade 11 courses in English (Table 4.2), Mathematics (Table 4.3), Science (Table 4.4), and Canadian and World Studies (Table 4.5) in the three school years.

Table 4.2 shows that all of the schools offer the U English course and nearly all offer the C English course, but a number of the schools do not offer the Workplace English course. In part, this is because some schools are academically oriented, preparing their students for post-secondary education. However, the importance of offering Workplace courses is recognized throughout the province even though enrolments are small, and it becomes necessary to combine them with other courses. The Media Studies course is a Grade 11 option in the majority of Ontario schools, but the Open Presentation and Speaking Skills course is offered in only a few schools and, where it is offered, to limited enrolments.

Table 4.2: Grade 11 English
Number of Schools Offering

English		2001-02	2002-03	2003-04
		(of 64 schools)	(of 42 schools)	(of 30 schools)
ENG3U	English	64	42	30
ENG3C	English	61	42	30
ENG3E	English	47	29	25
ETC3M	Canadian Literature	15	11	6
ELS3O	Literacy Skills: Reading & Writing	31	28	24
EMS3O	Media Studies	46	32	21
EPS3O	Presentation and Speaking Skills	15	9	6

The Mathematics pattern is somewhat different than English course offerings because it introduces a U/C course and offers no non-core options (see Table 4.3). In theory students planning on university would take the U/C course (Functions – MCF3M) if they do not plan on taking a Mathematics-based university program, but in practice many students planning on university feel bound to take the U course (MCR3U - Functions and Relations). The U course was offered in all the sample schools and the C course was offered in all the schools in 2002 and 2003. In each of the three years a few schools did not offer MCF3M. The Workplace Mathematics course was offered in the majority of secondary schools even though enrolments were small and students often had to be placed in combined courses.

Table 4.3: Grade 11 Mathematics
Number of Schools Offering

Mathematics		2001-02	2002-03	2003-04
		(of 64 schools)	(of 42 schools)	(of 30 schools)
MCR3U	Functions and Relations	64	42	30
MCF3M	Functions	59	39	28
MBF3C	Mathematics of Personal Finance	63	42	30
MEL3E	Mathematics for Everyday Life	53	39	28

Table 4.4 presents the data for Science courses. The U Biology and Chemistry courses were offered in all the sample schools in each of the three years. In the case where U Physics was not offered, it was offered in alternate years. College Biology was offered in almost all the schools for each of the three years. The Workplace Science course was not offered in as many schools as Workplace English and Mathematics, and enrolments were relatively low where it was offered. The U/C Science course, designed to meet the third science or technology requirement, has consistently had low enrolments across the province in its first three years. However, about one-third of the schools continue to offer the course even though enrolments are small.

Table 4.4: Grade 11 Science
Number of Schools Offering

Science		2001-02	2002-03	2003-04
		(of 64 schools)	(of 42 schools)	(of 30 schools)
SBI3U	Biology	64	42	30
SBI3C	Biology	59	40	27
SCH3U	Chemistry	64	42	30
SPH3U	Physics	63	42	29
SNC3M	Science	22	20	10
SNC3E	Science	40	25	18

Table 4.5, Canadian and World Studies, shows that traditional History and Geography courses (U/C World History to the 16th Century and U/C Physical Geography) were offered in the majority of schools, and most schools offered the Open Regional Geography and U/C Understanding Canadian Law courses. The U American History course sustained enrolments but was only offered in less than half the schools in the third year of analysis. The Workplace Understanding Canadian Law course was offered in about half the schools, but the other Workplace courses (Making Economic Choices, Geographics: The Geographer's Toolkit, and Canadian History and Politics since 1945) were offered in few schools and had low enrolments. A number of the Canadian and World Studies courses do not appear to be viable on the basis of student course selection and, when offered, only add to the timetabling difficulties already experienced by school administrators.

Table 4.5: Grade 11 Canadian and World Studies
Number of Schools Offering

Canadian and World Studies		2001-02 (of 64 schools)	2002-03 (of 42 schools)	2003-04 (of 30 schools)
CIE3M	The Individual and the Economy	19	11	8
CIC3E	Making Economic Choices	6	4	5
CGD3M	The Americas: Geographic Patterns and Issues	5	5	4
CGF3M	Physical Geography: Patterns, Processes and Interactions	57	34	27
CGT3E	Geographics: The Geographer's Took Kit	12	12	6
CGG3O	Regional Geography: Travel and Tourism	49	38	24
CHA3U	American History	34	29	13
CHW3M	World History to the 16th Century	56	37	27
CHH3C	Canadian History and Politics since 1945	9	1	2
CHH3E	Canadian History and Politics since 1945	5	1	4

Table 4.5: Grade 11 Canadian and World Studies
Number of Schools Offering (cont'd)

Canadian and World Studies		2001-02	2002-03	2003-04
		(of 64 schools)	(of 42 schools)	(of 30 schools)
CHT3O	20th C. History: Global and Regional Perspectives	21	13	12
CLU3M	Understanding Canadian Law	53	38	21
CLU3E	Understanding Canadian Law	27	15	17
CPC3O	Canadian Politics and Citizenship	5	3	7

Very few of the Social Sciences and Humanities courses have maintained steady enrolments. The U/C Introduction to Anthropology, Psychology and Sociology is an exception, a course offered in the majority of schools with consistent enrolments. The Open Parenting course has been attractive to students in a number of schools. Where it is offered, this course draws sufficient students to offer at least a full section. The U/C World Religions course is offered to meet the required Grade 11 Religion course requirement in Roman Catholic schools and, as such, maintains sustained enrolments, but this is not the case in the public schools. The other courses are offered in less than half the schools with relatively low enrolments.

Except for the two Workplace courses (Introduction to Accounting and Introduction to Retail and Services Marketing) and the Open course (The Enterprising Person), Business courses in general are attractive. The U/C Introduction to Financial Accounting is offered in almost all the schools, as is the Open Information Technology Applications in Business.

Less than half the schools have the facilities to offer a comprehensive set of Technology courses. Even when the facilities are available, it is a rare Technology course that can stand on its own in terms of student enrolments. As a result, courses tend to be mixed and matched across and within grades in order to make the best use of facilities and teaching resources. The Workplace Computer Engineering course has very low enrolments and, in the few places it is offered, it is difficult to find other courses in which students can be integrated. These patterns have been similar in Technology for a number of years and a standard set of strategies for effective implementation of such courses has been developed. One of the major difficulties has been that students who may take Technology courses in Grades 11 and 12 have typically struggled in Grades 9 and 10 and have to make up failed credits. Students who take Technology courses typically take Cooperative Education along with them to expand their job training opportunities and increase their likelihood of graduating.

Perhaps surprisingly, U/C Visual Arts was the most commonly offered subject in The Arts. Rarely were there enough students to offer a full section in each of The Arts courses so that they tend to be blended across years instead of within years; that is, Grades 11 and 12 Open music students were taught together, and Grades 11 and 12 U/C students were taught together. There is no question that the restructured program is particularly hard on The Arts enrolments.

> *We tend to blend the courses in each grade for The Arts. Obviously if there are [sufficient] numbers, the courses and levels would remain separate. However, in Music we also combine grades within a discipline i.e. Grade 10, 11 Band; Grade 9, 10, 11 Strings etc. The Arts are really being hit with the new curriculum. That is a whole story unto itself. It is actually quite tragic.* (Principal)

2. Grade 12 Courses Offerings

For the Grade 12 course offerings analysis, we used two sets of calendars: 42 schools for 2002-03 and 30 schools for 2003-04.

Table 4.6 presents the Grade 12 English course offerings for the two years. All the schools offered U and C English and over two-thirds offered the Workplace course. The U Studies in Literature and U The Writer's Craft were offered in over half the schools with sufficient enrolment to offer a full section. The other English courses were offered in relatively few schools.

Table 4.6: Grade 12 English
Number of Schools Offering

English		2002-03	2003-04
		(of 42 schools)	(of 30 schools)
ENG4U	English	42	30
ENG4C	English	42	30
ENG4E	English	28	22
ETS4U	Studies in Literature	24	14
EWC4U	The Writer's Craft	31	22
ETS4C	Studies in Literature	4	2
EWC4C	The Writer's Craft	15	13
EBT40	Communication in the World of Business and Technology	21	8

The six Mathematics courses were offered in all or nearly all of the secondary schools (see Table 4.7). Interestingly, College and Apprenticeship Mathematics was offered in more schools and had greater enrolments than Mathematics for College Technology. Although Workplace Mathematics for Everyday Life was offered in most of the schools, it was commonly taught in a blended class with the Grade 11 Workplace course. All of the other Mathematics courses appear to be viable and clearly linked to post-secondary educational plans.

Table 4.7: Grade 12 Mathematics
Number of Schools Offering

Mathematics		2002-03	2003-04
		(of 42 schools)	(of 30 schools)
MCB4U	Advanced Functions and Introductory Calculus	42	30
MGA4U	Geometry and Discrete Mathematics	42	28
MDM4U	Mathematics of Data Management	37	27
MAP4C	College and Apprenticeship Mathematics	38	29
MCT4C	Mathematics for College Technology	36	25
MEL4E	Mathematics for Everyday Life	34	27

The U Biology, Chemistry and Physics courses were offered in all schools (one school offered Chemistry and Physics in alternate years; see Table 4.8). The C Chemistry and Physics courses were offered in the majority of schools and, for the most part, maintained sufficient enrolments to be viable. The U/C Science course had limited enrolment in Grade 12 as well as Grade 11. Rarely were there enough students to offer a full section where it was offered. There is some question about the appropriateness of this course.

Table 4.8: Grade 12 Science
Number of Schools Offering

Science		2002-03	2003-04
		(of 42 schools)	(of 30 schools)
SBI4U	Biology	40	30
SCH4U	Chemistry	40	30
SCH4C	Chemistry	34	26
SES4U	Earth and Space Science	10	4
SPH4U	Physics	40	29
SPH4C	Physics	34	17
SNC4M	Science	11	5
SNC4E	Science	13	4

The attractive U Geography and History courses that were similar to those offered in the past (Canadian and World Issues: A Geographic Analysis and World History: The West and the World) were offered in most of the schools in 2002-03, and 2003-04. University Canadian and International Law was offered in the majority of schools and maintained steady enrolments, but U Canadian and World Politics was offered in less than half the schools and had relatively low enrolments when it was offered. Workplace Adventures in World History was offered in few schools with very low enrolments. Many Geography teachers were excited about the new U/C Geomatics course when it was being developed and tested, but it is offered in less than one-third of the schools with little interest on the part of students when it is offered. This is an example of a course that may build up interest in students over time but because of circumstances, will likely be offered in fewer and fewer schools.

Table 4.9: Grade 12 Canadian and World Studies Number of Schools Offering

Canadian and World Studies		2002-03	2003-04
		(of 42 schools)	(of 30 schools)
CIA4U	Analysing Current Economic Issues	24	17
CGW4U	Canadian and World Issues: A Geographic Analysis	39	29
CGU4U	World Geography: Human Patterns and Interactions	9	5
CGR4M	The Environment and Resource Management	21	12
CGO4M	Geomatics: Geotechnologies in Action	12	7
CGU4C	World Geography: Urban Patterns and Interactions	13	7
CGR4E	The Environment and Resource Management	13	13
CHI4U	Canada: History, Identity and Culture	23	16
CHY4U	World History: The West and the World	36	25
CHY4C	World History: The West and the World	12	12
CHM4E	Adventures in World History	9	6
CLN4U	Canadian and International Law	32	22
CPW4U	Canadian and World Politics	17	11

A substantial number of schools offer very few of the Social Sciences and Humanities courses. Even U/C Individuals and Families in a Diverse Society is only offered in about 70 percent of the schools. Where the courses are offered, they tend to build on past enrolment experience to sustain sufficient numbers for a single section to be timetabled, e.g., U/C Food and Nutrition Sciences and U/C Challenge and Change in Society. Any one of the four U/C courses in this area can make up a useful sixth credit for university admissions.

U/C Principles of Financial Accounting, U/C Organizational Studies, and C Information Technology in Business are offered in most schools. Except for the accounting course, numbers are relatively low in the other Business courses and have to be integrated with other courses in order to be offered. The Workplace courses are offered in few schools with relatively low enrolments although there is some interest in Managing a Small Business. Workplace Introduction to International Business does not seem to make sense in reference to the population it was intended to serve.

The pattern for the Technology courses in Grade 12 is very similar to that for Grade 11. Very few schools have the full range of facilities and where they do, enrolments are low and classes are typically integrated. Construction Technology, Manufacturing Engineering Technology, Technological Design, and Transportation Technology are typically offered. U/C Computer and Information Science is offered in the majority of schools, and is a useful course both for college and university admissions purposes. U/C Computer Engineering is offered in a few schools but struggles for viable enrolments. Workplace Computer Engineering draws very few students in the few schools where it is offered.

The pattern for Grade 12 courses in The Arts is also similar to that for the Grade 11 courses. Once again, U/C Visual Arts was the most commonly offered course in this area. The new program is particularly hard on enrolments in The Arts in the fourth year, when students have virtually no space for interest courses in their timetables.

E. Access To Courses

This is not the best year to develop a comprehensive analysis of course scheduling and student access to courses because these issues have been exacerbated by the problems associated with the scheduling of both OAC and Grade 12 courses. We already noted the commonplace co-scheduling of OAC and Grade 12 courses. In addition, we summarized the course offering and course delivery decision-making processes in a set of schools. Consequently, in considering the issue of access to courses from students' perspective, for the most part, access is based on the actual list of courses from which they must select their program. It does not include courses that may be in the Ministry of Education listings but do not appear in the course selection forms that students fill out.

More Reorganized Program Grade 12 than 5th Year students could not obtain all the courses they selected this past school year (28.4% vs. 22.6%). The reasons students gave are summarized in Figure 4.1. The main problem was that two courses they selected conflicted in the time slot in which they were offered in the school timetable. But the second most common reason was that a selected course ultimately was not offered. Problems with course enrolments—numbers being too small to offer a course, or insufficient to offer two sections—are also prominent reasons.

Students interviewed expressed their disappointment and some frustration in not being able to take some of the courses they had selected in the spring.

> *I was really disappointed that I had to drop the idea of taking Phys Ed--it was not offered in any other timeslot, and we decided that I should take Parenting (in that slot)...it was more important because I'm going into Early Childhood Education. I also wanted Drama, but it wasn't offered when I could take it.*
>
> Grade 12 college-bound female

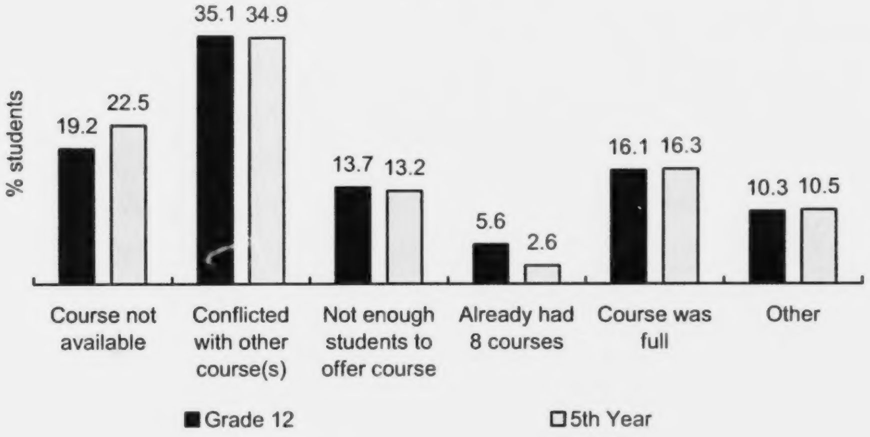
> *There was no Grade 12 Biology...that 'sucked'. And last year there was no College Physics...had to take U Physics and failed it.*
>
> Grade 12 college-bound male

> *Wanted the Leadership course, but it was dropped because not enough people...what a 'bummer'!* Grade 12 college-bound female

I applied for 12 U Earth & Space Science, but it wasn't offered. So frustrating when I found out. Grade 11 university-bound male

I wanted to take American History...they said there was not enough students, but I know there were enough...how frustrating is that! Going into Police Foundations at Durham (College). Grade 12 college-bound male

Figure 4.1: Reason Unable to Take First Choice Course(s)
Grade 12 & 5th Year



Even under more optimum conditions in subsequent school years (that is, with no need to offer OAC courses), it will be difficult for schools to match students' course selection interests with timetabling viability.

F. Issues

The Ministry of Education is in the process of reviewing curricula that were developed for the Reorganized Program. This review is important in that it ensures that course expectations and content are appropriately targeted at particular student groups to be viable for their interests. However, what is clearly missing is a comprehensive review of all courses in terms of their integration across courses and for programmatic purposes. There is clear evidence that the courses have not been developed with similar structural patterns; e.g., there is variability in course types across English, Mathematics and Science, and the role U/C courses play in meeting post-secondary education requirements is unclear. Not only must each course be reviewed for appropriateness but also for an examination of how courses can be combined to meet student needs. What is the point of listing Workplace courses in, for example, History, Geography, Science, Computer Engineering, Law, Introduction to Retail Services and Marketing, when they can never be offered in the majority of Ontario secondary schools? The workplace-bound student requires courses that draw from these fields but are better integrated into courses that generate a critical mass for scheduling purposes. Also, why offer both U/C and C courses when they tend to undermine the viability of the C courses beyond the core courses, English, Mathematics and Science?

If we take a step back and carefully examine the course offerings and delivery in a wide range of secondary schools, we clearly see that when courses are not available, important learning experiences are excluded from students. For example, enrolments in Business courses in Grade 12 are relatively low and few courses are delivered. If students are interested in Business, their opportunities are often limited to one aspect of the field, e.g., Accounting, because only one Business course can be offered. This type of situation presents a programmatic structure in Grades 11 and 12 that creates a poor fit with student interests and achievement. Another example is that most of the Workplace and many of the college-preparation courses do not have viable enrolments in almost all schools. In addition, much of the important content that could have programmatic and career implications for these students is not available. To illustrate this issue, it is useful to look at two Geography courses—Grade 11 Workplace Geography Toolkit and Grade 12 U/C Geomatics. Curriculum development experts and Geography teachers report that both courses are well conceptualized and effectively targeted toward particular groups of students, but both will disappear if a primary criterion for course review is based on enrolments in these courses.

Part V. Factors Influencing Student Career Decisions

The Double Cohort Study involves a trace of the same group of young people through secondary school and into their post-secondary education destinations. Therefore, we can observe their changing aspirations in light of their achievement in school and the influence of parents, teachers, and peers. In Part II of the report (pp. 13 and 14) we noted how aspirations change for some students between Grades 10 and 12. In this part of the study we again examine the influence of a variety of individuals and factors on their educational and career plans. Phase 4 of the study will involve an in-depth analysis of the factors that shape students' educational and career decisions

Figures 5.1, 5.2 and 5.3 present the influences on student's educational and career plans in terms of Grades 11, 12 and 5th Year questionnaire responses 'very important' and 'somewhat important' (see also Tables B11 to B34, Appendix B). This analysis provides a useful picture to the extent to which the Teacher-Adviser Program (TAP) has influenced students over the course of their school careers. Very small numbers of students indicated that teacher-advisers was 'very important' in their deliberations (see Part VII, Section B for more information on the Teacher-Adviser Program). More students in the college- and work-bound groups felt TAP as an influence was 'somewhat important'. Parents played the biggest role in influencing educational and career plans for the majority of students. In fact, very few students placed parent influence in the two lesser importance response categories. Interestingly, teachers and guidance counsellors had more influence on the students than teacher advisers, although neither reached more than 20 percent of students in the 'very important' category. It is particularly useful to note the important role that career information and, to a lesser extent, participation in career-related activities had on students' education planning.

Well over half the students indicated that the item 'Someone you admire' was either a 'very important' or 'somewhat important' factor. The influence of friends was particularly important for work-bound students and far less for university-bound students. There were very small differences across the three grades in their responses to this survey item.

Figure 5.1: Influences on Educational and Career Plans, by Post-Secondary Plans – Grade 11 (% 'Very Important' and 'Somewhat Important')

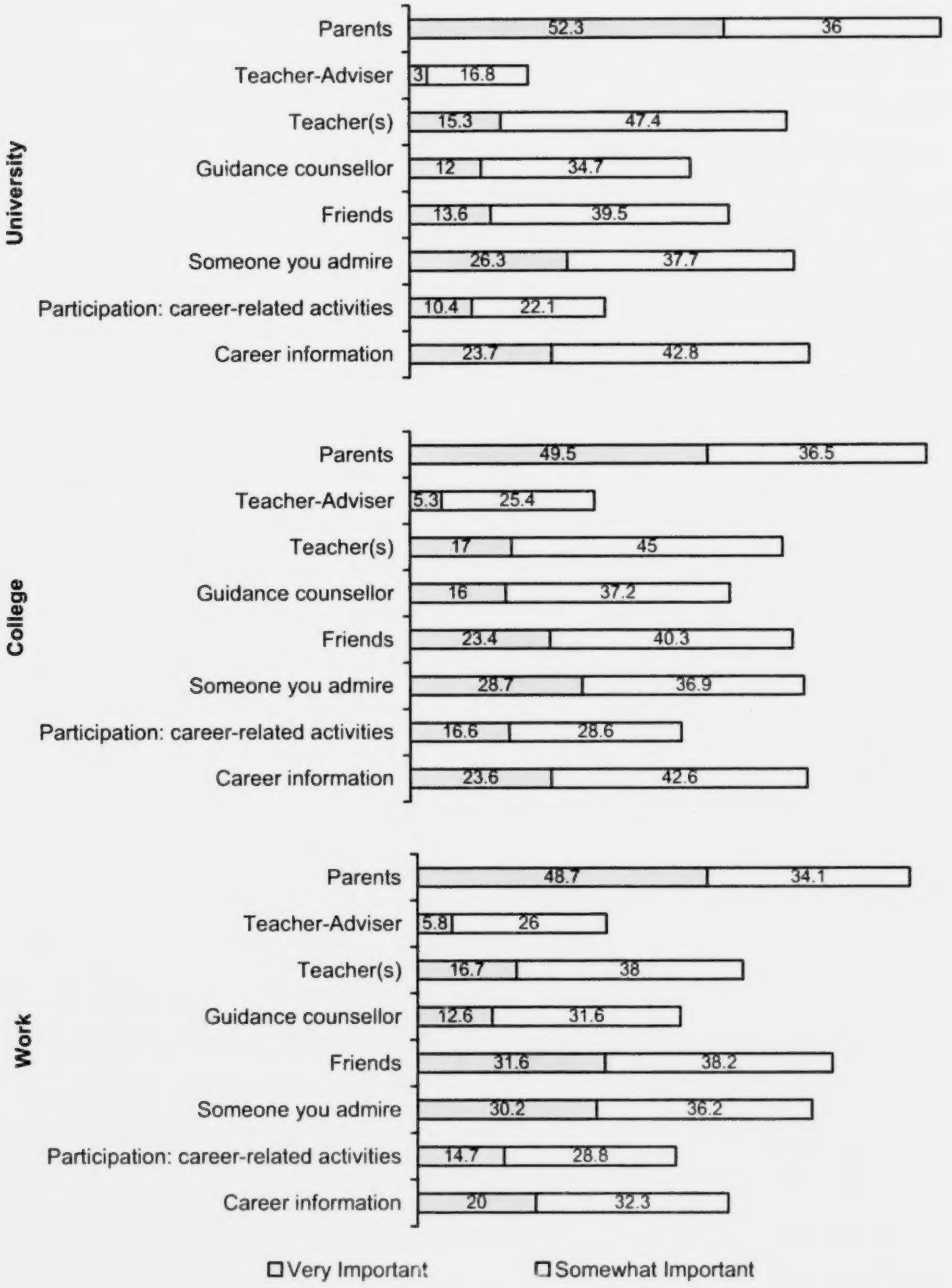


Figure 5.2: Influences on Educational and Career Plans,
by Post-Secondary Plans – Grade 12
(% 'Very Important' and 'Somewhat Important')

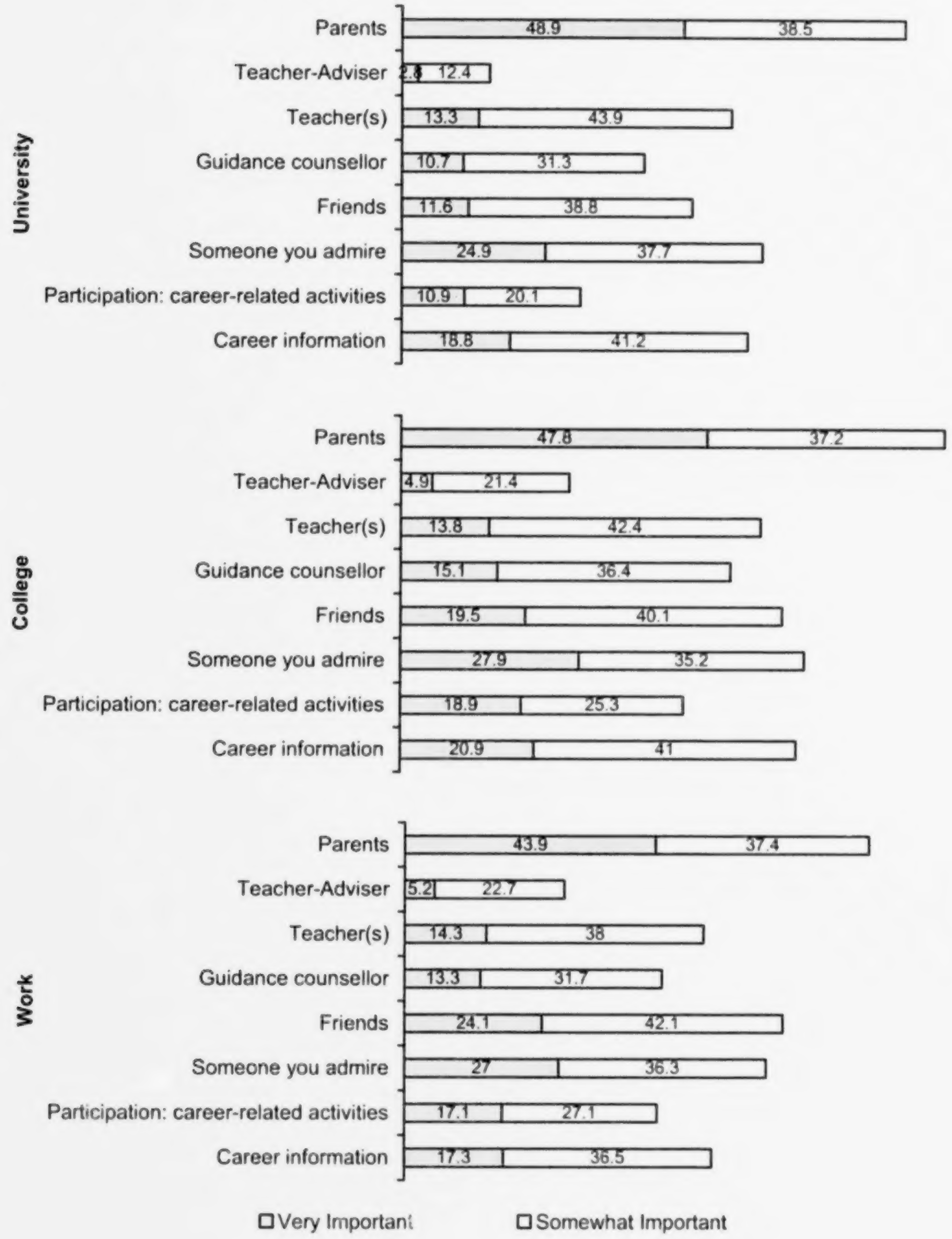


Figure 5.3: Influences on Educational and Career Plans, by Post-Secondary Plans – 5th Year (% 'Very Important' and 'Somewhat Important')

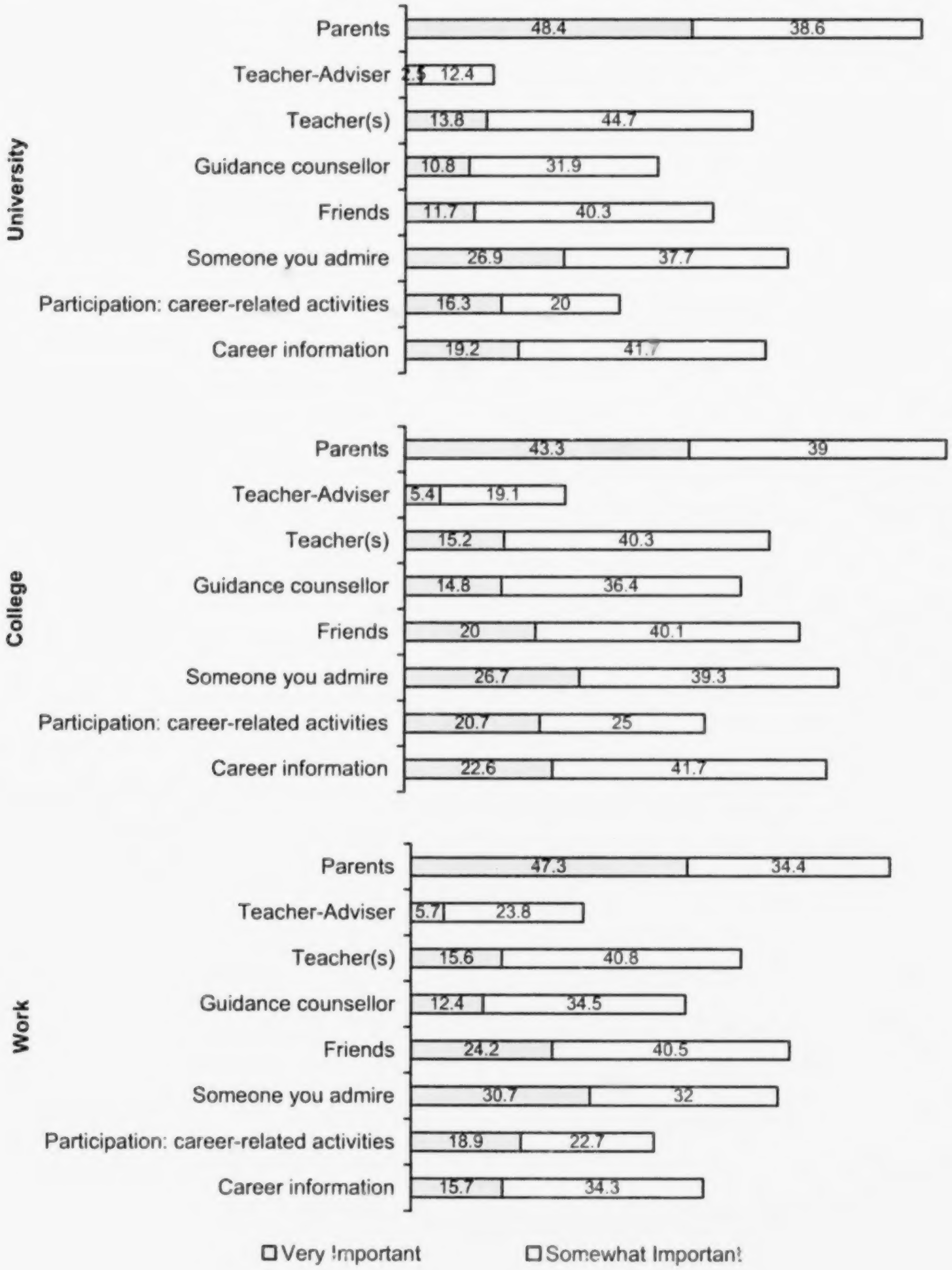
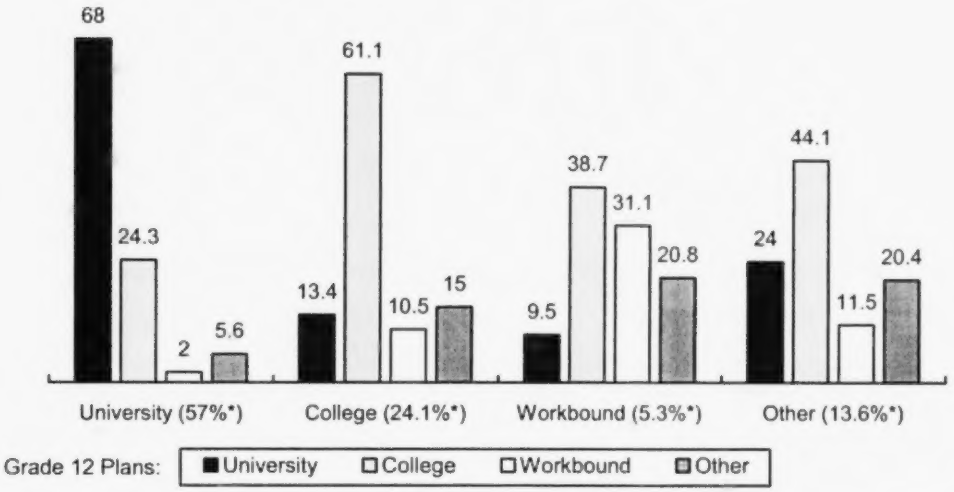


Figure 5.4: Post-Secondary Plans Between Grades 10 & 12
(First New Cohort)



***Grade 10 Plans**

'Other' includes 'Private Vocational School', 'Apprenticeship', and 'Uncertain'.

Part VI. School-to-Work Programming/Experiences

In this section we discuss the progress of students taking Workplace courses, Cooperative Education, Ontario Youth Apprenticeship Program, and other school-to-work initiatives.

A. Progress of Students Taking Workplace Courses

We noted in the Phase 2 Report that very few students could be categorized as taking a workplace-oriented program; that is, courses consisting of a workplace thrust plus complementary academic courses. An examination of enrolments and success in Grade 11 Workplace courses showed the following:

1. Workplace course enrolments were low. In very few instances were there enough students to make up a full section of a Workplace course. As a result, workplace courses were typically combined with parallel College or U/C courses.
2. Failure rates were quite high in Grade 11 Workplace courses, averaging about 18 percent; e.g., 19 percent in English 3E, 16 percent in Math 3E, 26 percent in CGT3E and 29 percent in CI3E. Students were more likely to find success in the technology courses (e.g., failure rates were as follows: TFH3E--10%, TJC3E--10%, and TPE3E--9%).

On the basis of these findings and the fact that students taking Workplace courses have typically experienced considerable credit loss in Grades 9 and 10, we would expect to find that the pool of students who would likely be eligible and interested in taking Workplace courses in Grade 12 would be reduced and enrolments in Grade 12 Workplace courses would be even lower than in Grade 11. This was found to be the case, with most schools that offer Workplace courses having small enrolments and integrating the students with those in other courses.

If a viable Workplace stream is to be developed in Ontario secondary schools in Grades 11 and 12, it will be necessary for students who might be eligible and interested in such programs to experience less credit loss in Grades 9 and 10 and to have opportunities to compensate for failed courses.

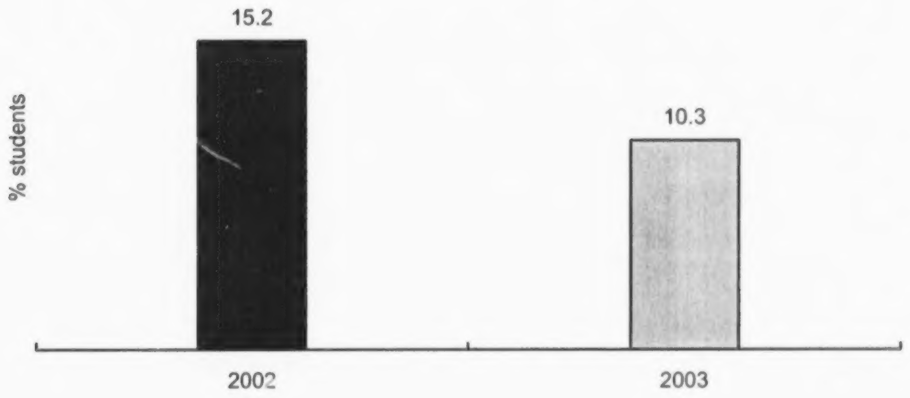
B. Cooperative Education

Cooperative Education is defined as follows:

> *A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.*
>
> *Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course….*
>
> *The student may take the cooperative education course concurrently with the related course or after successful completion of that course….*
>
> *A cooperative education course, including both the classroom component and the placement component, must be scheduled for at least the same number of hours as required for any* **one** *of its related courses (for a minimum of 110 hours) and for at most twice the number of hours required for* **each** *related course.*
>
> (excerpts from Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools)

Figure 6.1 presents the participation rates in Cooperative Education (Co-op) of the first and second new cohorts based on responses to their Grade 11 surveys.

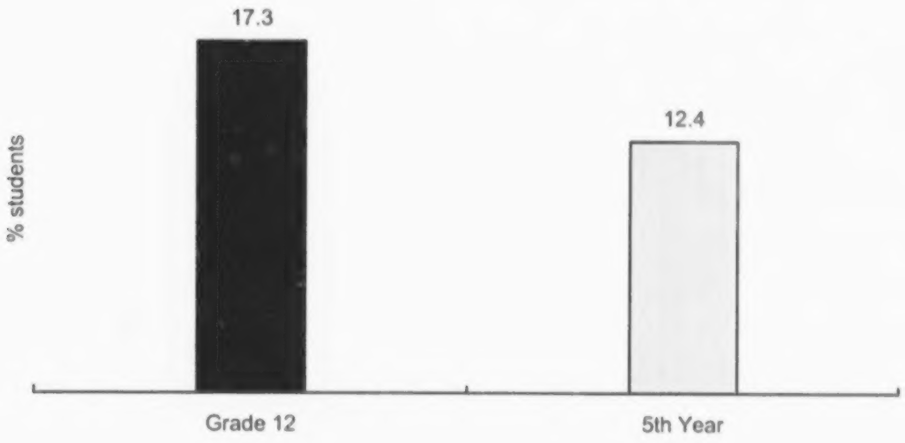
Figure 6.1: Taking Cooperative Education This Year
Grade 11 in 2003 & 2003 (% 'Yes')



The percentage of students taking Cooperative Education in Grade 11 has dropped significantly. The drop of 4.9 percent for Grade 11 students translates into one-third fewer students across the province participating in Co-op. Previous sections of this report pointed to some of the reasons for this reduction, and it is clear that due to earlier credit loss and the increased graduation demands of the new curriculum, students are having difficulty fitting Cooperative Education into their timetables.

Figure 6.2 presents the participation rates in Co-op for the first new cohort (in Grade 12) and 5th Year students.

Figure 6.2: Taking Cooperative Education This Year Grade 12 & 5th Year in 2003 (% 'Yes')



Co-op participation in Grade 12 by the first new cohort is higher than that by the second new cohort in Grade 11 and the 5th Year cohort.

Table 6.1 presents Cooperative Education enrolments in Grades 11, 12 and 5th Year, by gender. Interestingly, Co-op participation by females is higher than that of males across all three cohorts.

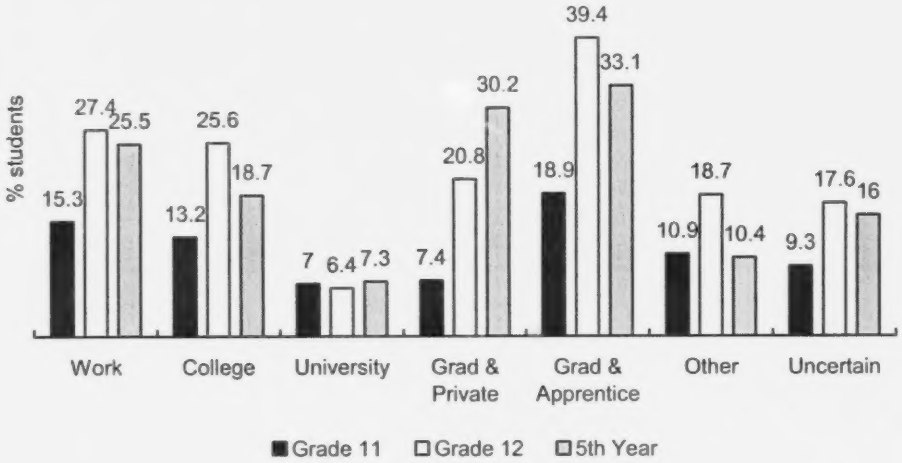
Table 6.1: Taking Cooperative Education Course This Year, by Gender (% Grade 11, Grade 12 & 5th Year in 2003, 'Yes')

Gender	Grade 11	Grade 12	5th Year
	%	%	%
Male	8.9	16.0	10.9
Female	11.7	18.6	14.0

Figure 6.3 presents Cooperative Education enrolments in Grades 11, 12 and 5th Year by students' post-secondary plans (see Tables B35 to B37, Appendix B). In all groups but the university-bound and those intending to enter a private vocational school, Co-op

participation peaks in Grade 12. It is clear that there is a lower participation rate in Co-op among those planning to attend university.

Figure 6.3: Taking Cooperative Education This Year, by Post-Secondary Plans (% Grades 11, 12 & 5th Year in 2003)



For the Grade 12 and 5th Year cohorts, most categories other than college – and university-bound have low numbers of Co-op participants, but the rate of participation is highest for students planning on entering apprenticeship programs, followed by those intending to work after secondary school and those intending to go to college.

Figures 6.4, 6.5 and 6.6 present the contrast between proportions of students in each destination category (e.g., non-graduate and work, graduate and work, college) and the proportion that each destination group makes up of the students (per grade) taking Cooperative Education. For example, in Grade 11, 36 percent of students planned on college, and at the same time, college-planning students comprised 45.7 percent of students taking Cooperative Education.

Figure 6.4: Post-Secondary Plans & Involvement in Co-op Education Grade 11 (% in 2003)

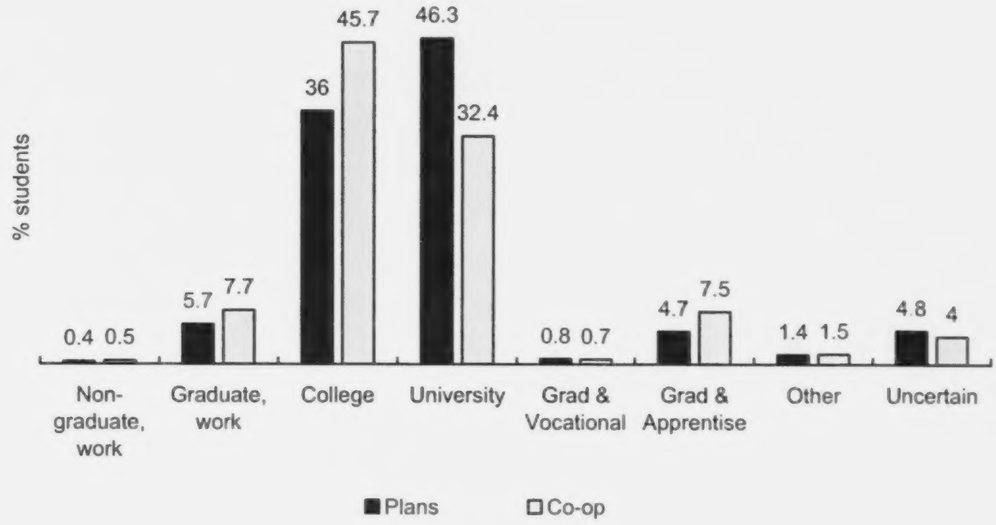


Figure 6.5: Post-Secondary Plans & Involvement in Co-op Education Grade 12 (% in 2003)

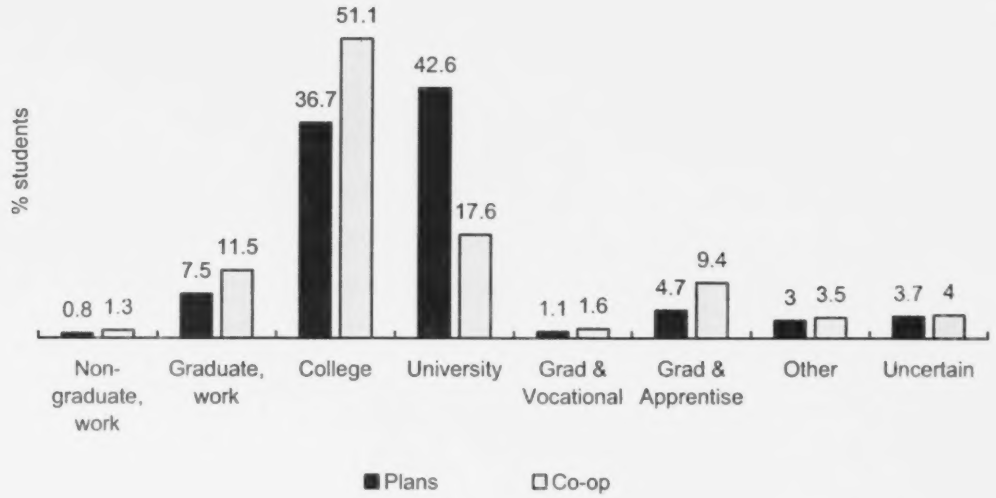
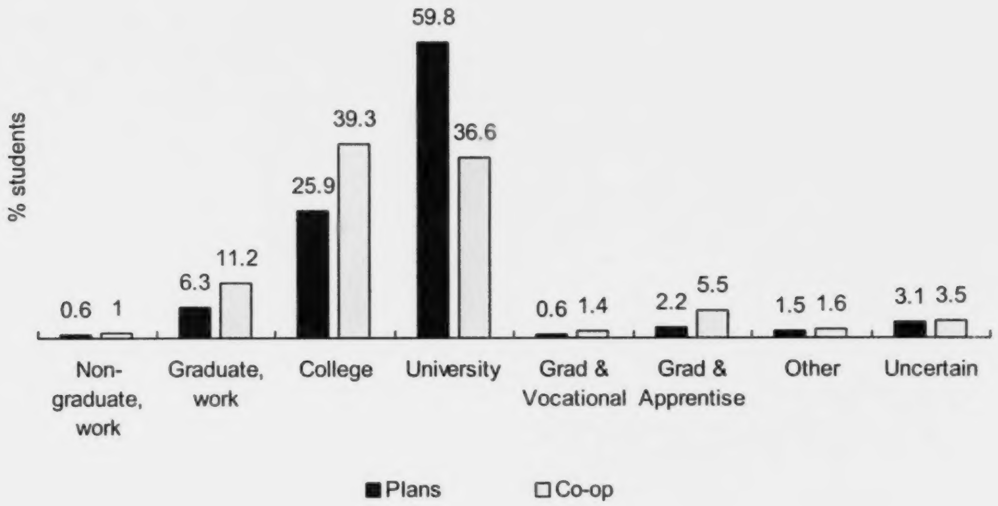


Figure 6.6: Post-Secondary Plans & Involvement in Co-op Education
5th Year (% in 2003)



These three figures clearly confirm some important trends. First, in all three cohorts, 80 percent or more of the students indicate that their post-secondary destination is a college or a university. Second, of those students in each cohort participating in Co-op, the sizeable majority (i.e., between 69 percent and 78 percent) are accounted for by students who intend on a college or university post-secondary destination. Third, when comparing the percentages of post-secondary destination and participation in Co-op within a cohort, with few exceptions, a higher percentage of students participate in Co-op than is indicated by their post-secondary destination. For example, even though 7.5 percent of the students in the Grade 12 cohort intend on graduating and going to work, they account for 11.5 percent of the cohort's Co-op enrolment. Fourth, Co-op participation rates of students intending on going to college are much higher than the percentage of students within the cohort selecting college as their post-secondary destination. Finally, the figures clearly illustrate that Co-op participation of university-bound students, as a percentage of all students within a cohort taking it, is much lower than the percentage of students within a cohort indicating that their post-secondary destination is university.

There are many reasons why university-bound students represent a smaller percentage of those students taking Co-op, and some of those reasons were discussed earlier in this report. But in light of these trends, it seems appropriate to introduce some anecdotal data regarding Co-op that were elicited from school administrators.

> *We have solid citizens who may not be strong academically for whom we could encourage and promote Co-op.* (C – Vice Principal)
>
> *For academic kids, Co-op is not seen as a good investment of time.* (C – Vice Principal)
>
> *Co-op is a place for students who have no expectations of going to College and University. It is a place for them to go for 2 credits.* (O – Vice Principal)

In contrast to the participation rates of students of various post-secondary destinations, these quotes also point to a widespread perception about Co-op. Specifically, there appears to be a belief among some educators that Cooperative Education is for those who are not college or university-bound, even though the data suggests otherwise. If these beliefs of school administrators are translated into actions, then it is likely that academic students, especially those that are university-bound, may actually be discouraged from participating in Cooperative Education.

For those students who indicated that they have taken or are currently taking Cooperative Education, additional questions were asked about the nature of the Co-op placement as it related to their career plans. Table 6.2 highlights this relationship within each cohort.

Table 6.2: Is Co-op Experience Related to Career Plans (% Grade 11, Grade 12 & 5th Year in 2003)

Related to career plans	**Grade 11**	**Grade 12**	**5th Year**
	%	%	%
Yes, closely related	47.0	49.5	53.3
Yes, partly related	24.5	25.2	24.6
No	15.1	15.8	16.0
Don't know yet	13.3	9.6	6.2

Within each cohort, approximately three-quarters of students taking Co-op see it as closely or partly related to their career plans. Approximately 15 to 16 percent of those students in each cohort taking Co-op report that their Co-op placement is unrelated to their career plans.

Table 6.3 takes these same results for each cohort and depicts them in terms of gender.

Table 6.3: Is Co-op Experience Related to Career Plans, by Gender (% Grade 11, Grade 12 & 5th Year in 2003)

Related to career plans	Grade 11		Grade 12		5th Year	
	M	F	M	F	M	F
Yes, closely related	46.3	52.2	48.5	55.6	46.6	56.4
Yes, partly related	22.8	24.5	26.0	23.2	27.8	25.3
No	16.6	10.6	16.0	12.7	17.6	12.4
Don't know yet	14.4	12.7	9.5	8.5	8.0	5.9

Not only is Co-op participation by females higher in all three cohorts (see Table 6.1), but the relationship of the Co-op experience to their career plans is also higher. Specifically, females are 6 to 10 percent more likely to state that their Co-op experience is closely related to their career plans, and 3 to 6 percent less likely to state that their Co-op experience is not related to their career plans. Thus, based on participation rates, and the relationship between the Co-op placement and career plans, females are much better at taking advantage of what Cooperative Education has to offer.

When we look at Co-op participation as related to career plans in terms of the students' planned destinations after high school, some interesting findings are revealed (see Table 6.4).

Table 6.4: Is Co-op Experience Related to Career Plans, by Post-Secondary Plans (2003)

Related to career plans	Grade 11			Grade 12			5th Year		
	University	College	Work	University	College	Work	University	College	Work
Closely related	60.3	46.7	37.3	58.5	54.1	46.8	61.8	50	45.4
Partly related	24.5	24.7	24	27.2	25.6	23.7	25.8	31.5	26.9
Not related	7.4	15.5	19.3	8.7	13.5	14.3	7.5	13.5	12.6
Don't know yet	7.9	13.2	19.3	5.6	6.9	15.2	5	5.1	15.1

As Table 6.4 shows, regardless of the cohort, university-bound students perceive their Co-op experiences to be more closely related or partly related to their career plans than students heading to other destinations. Specifically, 85 percent of Grade 11 students, 86 percent of Grade 12 students, and 88 percent of 5th Year students who are university-bound stated that their Co-op experience was related to their career plans. Perhaps most surprising is that for those intending to graduate and then go directly to work, Co-op is perceived as being related to their career plans in 61, 70, and 72 percent of cases, respectively. Thus, it appears that a higher percentage of students heading to post-secondary destinations see a stronger link between their Co-op experiences and their career plans than the students who do not intend on pursuing post-secondary education.

Students who took Co-op were asked in an open-ended question where the setting was for their placement. Table 6.5 indicates that over one-quarter of the Grade 12 respondents indicated a school setting as their Co-op placement. The next largest group was in a business office. A number of the placements were clearly apprenticeship-related with auto repair shops being the most prominently noted, followed by construction firms (e.g., carpentry), and machine shops. Retail stores, hospitals and doctors offices, childcare/daycare, beauty salons, and law offices were also common placements. The pattern for Grade 11 placements was very similar, although more were in a school setting and fewer in a business office.

Table 6.5: Location of Cooperative Education* Placements (% Grades 11 & 12)

Location	Grade 11	Grade 12
School	30	26
Auto Repair Shop	8	8
Business Office	8	12
Hospital/Doctor/Dentist Office	8	8
Retail Store	8	7
Animal Care/Veterinary	5	3
Child Care/Daycare	3	4
Hair/Beauty Salon	3	4
Law Office	3	2
Art Design	2	1
Bank/Financial Institution	2	2
Carpentry/Construction	2	3
Hospitality	2	3
Machine Shop	2	3
Police/Security	2	2
Recreational Services	2	2
Computer/Electronics	1	2
Farm	1	1
Fire Department	1	1
Fitness Centre	1	—
Food Preparation	1	1
Newspaper Office	1	1
Pharmacy	1	—
Radio/TV Station	1	1
Retirement Home	1	1
Travel and Tourism Office	1	1
Accounting Office	—	1
Electrical Shop	—	1

*includes only placements involving 1% or more students

For those students who indicated that they have taken or are currently taking Cooperative Education, additional questions were asked about the reason(s) they had for taking a Co-op course. Table 6.6 highlights the reasons within each cohort.

Table 6.6: Reasons for Taking Co-op
(% Grade 11, Grade 12 & 5th Year in 2003, 'Yes')

Reason	Grade 11	Grade 12	5th Year
To gain useful work skills	87.9	90.5	88.7
To explore possible career	71.8	73.2	70.5
To improve chances of admission to college or university	54.7	49.9	49.7
To apply classroom learning to practical work experience	40.7	42.4	41.3
To improve chances of getting part-time or summer job	44.1	43.7	41.7
To have a change from regular classroom	59.6	59.8	53.9
Other	11.1	9.9	10.3

There is little variation among the three cohorts in terms of their reasons for taking Co-op. The primary reason, cited by between 88 and 90 percent of the students, was to gain useful work skills. The second cited reason by approximately 70 percent of all students was to explore possible careers. The third most cited reason by students in all cohorts was to have a change from the regular classroom, and this response was even more popular than the strategic reasons such as improving chances for admission into a post-secondary institution or obtaining a part-time or summer job.

With regard to gender differences, several trends in the data can be identified (see Table B38, Appendix B). First, females identified gaining useful work skills, exploring possible careers, or improving post-secondary admissions as reasons to take Co-op courses more often than males. Second, significantly more males in all cohorts identified their reasons for taking Co-op courses as pertaining to improving chances for part-time or summer employment, and having a change from the regular classroom. In fact, when these first two trends are taken together, in all three cohorts, there is a shift in the importance of Cooperative Education between males and females. Specifically, when compared with females, the males see part-time or summer employment as more important than improving chances for post-secondary admission. It should be noted that both males and females see work skills and career exploration as the most significant reasons for taking Co-op.

When we examined the reasons for participating in Co-op in terms of the students' plans after high school, there were some interesting findings. In general, the perception that the Co-op experience is helpful in gaining useful skills is quite high for students regardless of future expectations. Not surprisingly, students intending on entering an apprenticeship program indicated the high importance of Co-op in gaining useful skills. Even those students who are uncertain about their future plans, see the value in gaining these useful skills through Co-op. Career exploration was cited as the reason for taking Co-op by a significantly larger percentage of university-bound students (73%-77%), followed by college-bound students and those heading to apprenticeship programs. Career exploration was cited as a reason for taking Co-op by far fewer students heading directly to work or for those students who are uncertain about their future after high school. This finding requires further study because it appears that, for the purpose of career exploration, Co-op is better serving the needs of those students who are intending to pursue post-secondary education, in contrast to those students who are uncertain about the future or who are immediately going to the world of work. Improving chances for admission to a post-secondary program was cited most by university- and college-bound students. It is also worth mentioning that students who plan to go directly to work or who are uncertain of their future also cite this reason, which suggests that they want to keep future post-secondary pathways available.

Applying classroom learning to practical work experience was one of the least-cited reasons for taking Co-op by all students, regardless of their destination. It is interesting that post-secondary-bound students still see the greater importance of applying learning when compared with those students entering apprenticeship programs or heading directly to work. Improving chances for part-time or summer employment was of least importance to university- and college-bound students. This same trend was also evident in students' perceptions about Co-op being a change from the regular classroom. In summary, there are obvious differences in perception about the reasons for taking Cooperative Education, and such differences appear related to the students' future plans. Those reasons with more "long-term" goals were cited more by students headed to post-secondary education, and those reasons with more "short-term" goals were cited more by students not heading to university or college.

Students who did not take Cooperative Education this year were asked to cite their main reason for not doing so. Unlike the question pertaining to reasons for taking Co-op, in this question, students were restricted to selecting only one reason. Table 6.7 presents the responses to this question for all three cohorts.

Table 6.7: Reason for Not Taking Co-op This Year
(% Grade 11, Grade 12 & 5th Year in 2003)

Reason	Grade 11	Grade 12	5th Year
Not interested	24.5	26.9	28.4
Would prevent taking other required courses	28.3	34.5	27.3
No placement of interest available	4.9	6.4	6.3
Not possible to schedule in timetable	13.1	17.1	17.2
Could not arrange transportation	2.5	2.7	1.8
Already have taken Co-op	0.8	4.9	13.8
Taking Co-op next year	20.6	7.4	5.3

Approximately 25 to 28 percent of students not taking Co-op cited lack of interest as their reason. Perhaps more significant is that 70 to 75 percent of students not taking Co-op cited reasons that do not involve lack of interest. It is apparent that 50 to 60 percent of all students not taking Co-op cite pragmatic constraints to taking Co-op (i.e., course selection or timetable issues, lack of appropriate placements, and lack of transportation). Thus, many students who are interested in Co-op cannot take it mainly because they cannot fit it into their timetables. The following quotes illustrate the concern.

> *Students who are university-bound and even some college-bound are finding they cannot fit in Co-op in the four-year program.* (Principal)
>
> *The difficulty with Co-op is that it is difficult to fit it in four years and still take all the required courses. Now there is not enough time.* (Guidance Counsellor)
>
> *Most university-bound students will not have room to take Co-op. If they do they will take more than four years.* (Guidance Counsellor)

There were some striking differences in perception of Cooperative Education as it relates to gender. Specifically, males were far more likely to state a lack of interest in taking Co-op (31%-36.5%) when compared with females (17.5%-20%). Conversely, females were far more likely to state that it would prevent them from taking other courses or that it was not possible to schedule in the timetable (47%-58%) when compared with males (35%-45%). Thus, in addition to having higher participation rates in Co-op (as identified earlier), females were also more likely to have a positive view of Co-op, but have more difficulty in trying to make room in their schedules for it.

C. Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) is:

> *... a specialized program that enables students who are 16 years of age or older to meet diploma requirements while participating in an occupation that requires apprenticeship.*
>
> *An OYAP student is a student who is earning cooperative education credits for work experience in an apprenticeship occupation. The student may or may not be formally registered as an apprentice while attending secondary school.*
>
> *All students participating in OYAP must:*
> - *complete sixteen credits towards the OSSD prior to starting the program;*
> - *be enrolled as full-time students during the program;*
> - *complete all compulsory credits required for the OSSD.*
>
> (excerpts from Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools)

Relatively small numbers of students participate in the Ontario Youth Apprenticeship Program, as evidenced in Table 6.8. As one principal summarized "OYAP is still in its birth stages". OYAP students take Cooperative Education credits and are integrated into Technology courses. The only difference from other students is the nature of their work placements.

Table 6.8: Students Participating in OYAP

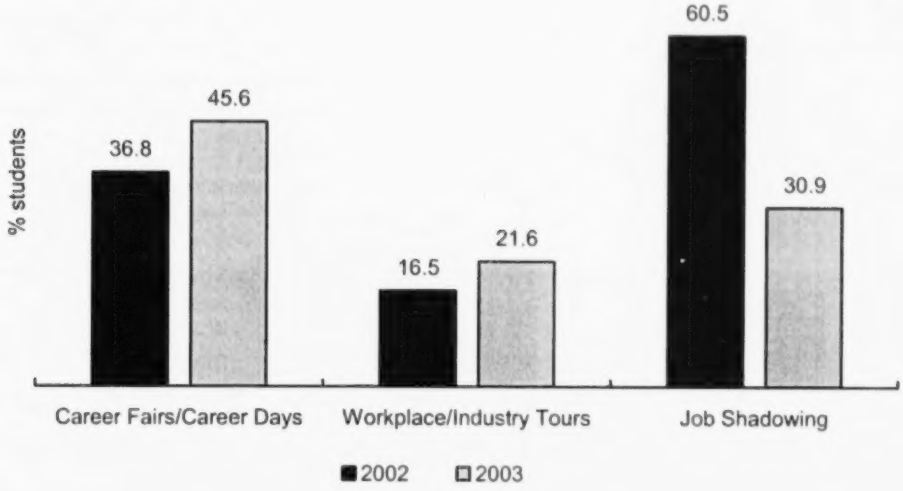
Grade 11 (2003)	Grade 12 (2003)	OAC (2003)
%	%	%
1.0	1.6	0.8

Participation in OYAP is approximately twice as high for males as females. As well, OYAP participants are students from all categories of career plans, although the proportions participating in OYAP are much greater among students who plan on entering apprenticeship programs after graduation.

D. Other Work-Related Experiences

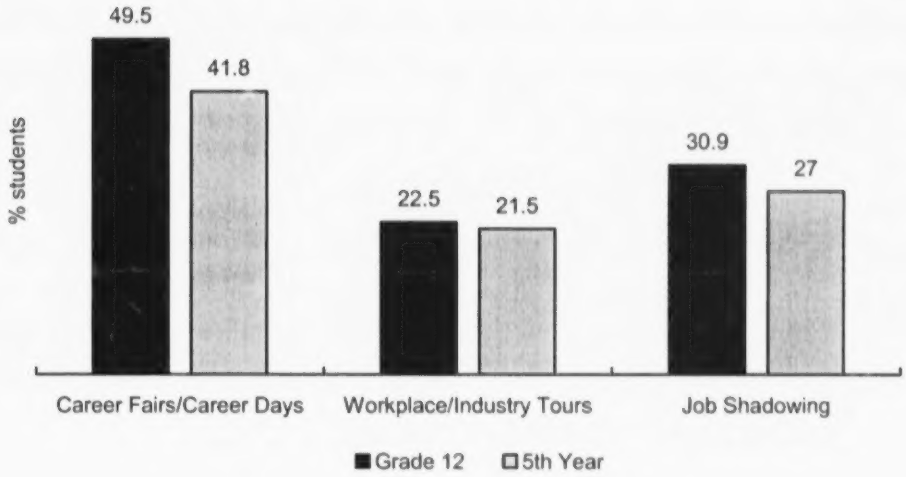
The proportions of first and second cohorts in Grade 11, the proportions of first new cohorts in Grade 12 and 5th Year students who participated in fairs, industry tours, and job shadowing can be seen in Figures 6.7 and 6.8 (also Table B39, Appendix B).

Figure 6.7: Participated in Career-Related Experiences Grade 11 in 2002-03 (% 'Yes')



When comparing participation of the first new cohort in Grade 11 in 2002 and the second new cohort in Grade 11 in 2003, it is clear that participation by the second new cohort in career fairs/career days and workplace/industry tours has increased, but there has been a dramatic reduction in those participating in job shadowing. For the most part, job shadowing refers to the one day a year when Grade 9 students typically spend the day with their parents or others at work. Some negative events associated with this program have discouraged some schools from offering it and the decline in the number of students indicating they had been involved in job shadowing is the outcome.

Figure 6.8: Participated in Career-Related Experiences Grade 12 & 5th Year in 2003 (% 'Yes')



When comparing the participation of the first new cohort in Grade 12 and the last of the old cohort in 5th Year in these school-to-work experiences, we see that the increased participation since Grade 11 in career fairs/career days and in workplace/industry tours for Grade 12s shows the emphasis on career development. Less than one-third of Grade 12 and 5th Year students participated in job shadowing.

Part VII. Other Reorganized Program Initiatives

The Reorganized Secondary School Program includes not only new curricula and program requirements but also new programmatic initiatives. Both the Community Involvement and the Teacher-Adviser Programs expand the role of the teacher and the management aspect of secondary school education. The Community Involvement requirement is an attempt to make volunteerism and community responsibility a fundamental part of secondary school programming. However, it involves an outreach, and a dependence on the community surrounding each secondary school for its success. The Teacher-Adviser Program requires teachers to expand their role to include career and personal development in a setting not reinforced by student evaluation. A cursory review of each program is considered in the following sections.

A. Community Involvement

> *As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program.*
>
> *The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development….*
>
> *Students will maintain and provide a record of their community involvement activities… Documentation attesting to the completion of each activity must be submitted to the principal by the student…. The principal will decide whether the student has met the requirements of both the ministry and the board for these activities.*
>
> Ministry of Education: Ontario Secondary School
> Grades 9 to 12: Program and Diploma
> Requirements 1999

In this section we focus on the Community Involvement requirement for students. The primary concern is the extent to which students are able to meet the requirement prior to graduation. We also present information on the logistics of the implementation of the Community Involvement program from the interviews with school personnel.

Table 7.1 presents the number of hours completed at the time of questionnaire administration for Grade 11s from the first and second cohorts of the Reorganized Program.

Table 7.1: Community Involvement Hours Completed by Spring 2003 (% Grade 11)

Hours completed	Grade 11 (2003)	Grade 11 (2002)
None	21.2	31.6
1-3	1.4	1.9
4-10	6.3	7.8
11-20	9.9	11.3
21-30	9	9.6
31-39	6.2	4.5
40 or more	45.9	33.4

A higher proportion of second cohort Grade 11 students had completed some or all of their requirements in comparison with the first Grade 11 cohort. About 46 percent of the second cohort had completed all the requirements and another 15 percent had completed over one-half of them. However, over one-fifth of the students had not begun their volunteer work to meet the requirements. A further analysis of this latter group indicated that they were far more likely to be students behind in credit accumulation and progress towards graduation.

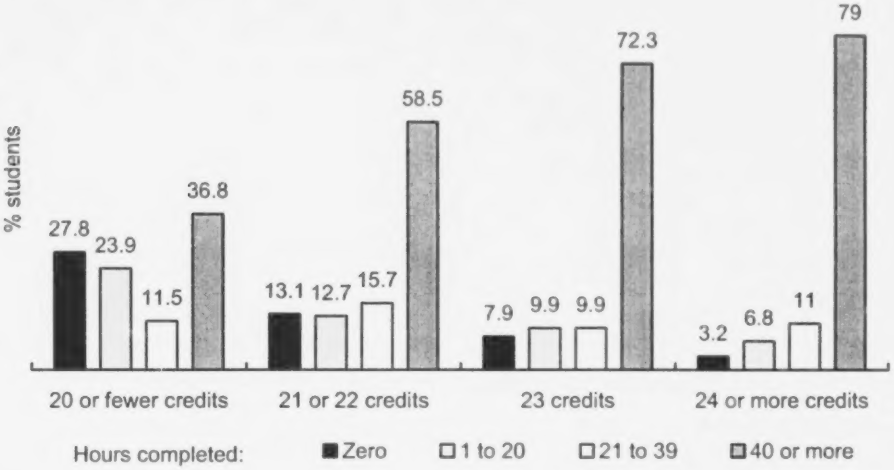
Table 7.2 presents the number of community hours completed at the time of questionnaire administration for the Grade 12 students. Over 70 percent had completed the forty hour requirement, including over 80 percent of the students planning on attending university.

Table 7.2: Community Involvement Hours Completed by Spring 2003 (% Grade 12)

Hours completed	Grade 12
Zero	8.2
1-20	8.6
21-39	9.8
40 or more	73.3

The majority of the Grade 12 students who were well behind in meeting the Community Involvement requirement were also behind in their progress towards graduation (see Figure 7.1).

Figure 7.1: Community Involvement Hours Completed, by Credits Earned - Grade 12 (Spring 2003)



In a conversation with Ron Scriver, Manager of Operations, OUAC on July 8, we asked how many of the 40,000 plus applicants to university from the new program Grade 12s had indicated to OUAC that they had completed their community involvement requirement. He said that over 10,000 applicants had not submitted a record of completion of the requirement at this time. OUAC had sent a reminder out to schools in June. Based on student questionnaire results, we have to assume that non-notification of OUAC regarding Community Involvement completion was an oversight by some schools. Nevertheless, principals and guidance counselors from eight schools interviewed in May and June indicated that some post-secondary applicants had not fulfilled their Community Involvement requirement, and every effort was being made to encourage them to do so.

When asked about the logistics of implementing the Community Involvement aspect of the Reorganized Program, one school administrator made the following comment:

> *Mandatory volunteerism—what a headache that is! Parents have not bought into this so we have little support from home. It is so difficult to keep track. Just had a call from a parent who wondered if her child could work at his normal after school job without pay for community service especially when he is too busy doing homework. I had to explain that this is NOT community service. ... The question is: how do we verify the hours worked? ... Some schools make 10 hours/year be a part of the Religion program but that really only fits within the Grade 10 curriculum document. Some students who are supposed to be graduating still have not completed or recorded their volunteer hours no matter how many reminders we have given them ....* (Principal)

Students commenting on the Community Involvement program noted the following:

> *The good side, you hear about neat options….*
> (Grade 11 college- or work-bound male student)

> *Logging hours is difficult when you have so much (many community service activities) that is so different.* (Grade 11 university-bound female student)

> *I have 78 hours, but I need to get it signed off….have six people to sign and it's a problem chasing down these people….* (Grade 12 university-bound male student)

> *(There are) too many kids applying and it's difficult to find a placement. It's hard to find the contacts in our small community, especially if you don't have your driver's license.* (Grade 12 college-bound female student)

There do not appear to be problems associated with students meeting the requirements, but schools are struggling with the management aspect of the program.

The Community Involvement requirement for graduation is an innovative secondary school program. As such it requires a comprehensive review in order to assess effectiveness and identify best practices.

B. Teacher-Adviser Program

The Teacher-Adviser Program or TAP (sometimes referred to as TAG or Teacher-Adviser Groups) involves students from Grades 9 to 11, and schools can decide to involve students in Grade 12. An excerpt from the Ministry guidelines describes TAP:

> *Teacher-advisers are responsible for helping students make informed choices at key transition points in their schooling. Each teacher-adviser will work with students for a minimum of one academic year and will have regularly scheduled meetings with them. Teachers assigned teacher-adviser duties are responsible for:*
>
> - *helping students complete and review their annual education plan;*
> - *monitoring students' academic progress in all subject areas and the achievement of their goals, as outlined in their annual education plan;*
> - *communicating with parents and keeping them informed about students' progress.*
>
> *Teacher-advisers complement the work of guidance counselors and other teachers, and may also be required to assist other school staff in implementing programs for exceptional students. Teacher-advisers should be encouraged to enlist the help of experts in the community. Boards can choose the teacher-adviser program models that best meet the needs of their students and school community.*
>
> Ministry of Education: Ontario Secondary School
> Grades 9 to 12: Program and Diploma
> Requirements 1999

Students were asked on the questionnaire to what extent their educational plans were influenced by teacher-advisers. Their answers are summarized in Figures 5.1 to 5.3, Part V. Generally speaking, the program had very little impact on the educational plans of the majority of students.

TAP is organized in different ways from school to school. The following quotes illustrate some administrative variation in the program:

> *We have TAP attached to our period 1 class. When we need to, we take chunks of time to do things like Annual Education planning. The idea is good, but unless there is consistency and ...* [the student] *travels with a teacher for some time, it does not work well. Best TAP teacher is the one with an affinity for a kid. If it is legislated, the joy or commitment may not be there to make it work.*
>
> (Vice Principal)

> *The way we are doing it here has taken too much administrative time and energy. It is done at Grades 9 and 10 only at lunchtime. Once a week for 20 minutes in groups of 10-12, Grade 9 Wednesday and Grade 10 Thursday. We treat it as a requirement. We provide a lot of materials for teachers to use. We have a committee that designs activities for the groups.* (Principal)

> *We tried it by the letter for first two years. It became redundant. In Grade 11 and 12 the TAP program has disappeared.* (Science Teacher)

> *We have been working with a modified school day once a week, 30 minutes of TAP time. Senior students have supervised study during this time.*
>
> (English Teacher)

In the schools visited, it is typical for someone in the school, usually the Vice-Principal or Guidance counsellor, to organize the sessions around a particular theme and present material and ideas for presentation to the teachers. In a few schools, the morning announcement presents the theme and in one, questions were announced to be discussed in TAP groups. Some students referred to these as 'loudspeaker trivia questions'.

The teacher-advisers are the critical element to a successful TAP program. Administrators, teachers and students reported that some teachers try very hard to make the TAP sessions meaningful, while others do not. One teacher explained that—

> *Teacher Advisors are not well prepared as the notice time is sometimes inadequate. The constraints on the time of those who organize it are great. Some teachers feel out of their element in dealing with career counselling issues.* (English Teacher)

Another talked of the value of TAP, but hinted at concerns:

> *TAP is a good idea. It gives the students a family so they do not get lost in the school. TAP is done every week. Teachers know other schools don't do it.*
>
> (Mathematics Teacher)

There are other concerns about TAP that were expressed in every school visited; many teachers, and almost all students, referred to its ineffectiveness. Concerns are related to the value of TAP when administrative constraints necessitate students being involved with different TAP teachers from year to year, the perception of time-wasting activities, the use of very short (token) time periods in some schools, the nature of TAP activities (e.g., perceived overemphasis on the Annual Education Plan) and perceived lack of support for TAP by school board administrators.

Some of the comments were as follows:

> *In theory, TAP should be a consistent process with students assigned to one teacher (throughout their secondary school career), but the nature of the system is not conducive to this happening ....and students end up with different teachers in each semester sometimes....* (Guidance Counsellor)
>
> *There is extreme resentment on the part of the staff to the extent that if it weren't done by the book it would be grieved, if there were any opportunity.* (Principal)
>
> *TAP has been absolutely disastrous. It has been during students lunch hours. We have followed the letter of the law.* (Guidance Counsellor)
>
> *This (TAP) is a joke. We have trivia over the mike....I'd rather be spending the thirty minutes every Wednesday doing homework.*
> (Grade 12 university-bound male student)
>
> *(TAP) It is pointless. They (TAP sessions) don't help us. They are very boring...we don't do anything.*
> (Grade 10 college- or work-bound female student)

A personal growth program with less focus on careers but with many of the features of TAP was introduced for secondary school students in the 1970s; however, it slowly lost favour because of a lack of student interest and teacher initiative. The TAP is starting to follow a similar pattern and clearly requires a review for effectiveness and best practices.

Part VIII. Particularités des francophones en Ontario

A. Introduction

La mise en œuvre de la réforme du programme d'études au secondaire en est à sa quatrième année. La présente recherche porte sur les élèves de la deuxième cohorte du nouveau programme (11^{e} année), ainsi que les élèves de la première nouvelle cohorte (12^{e} année) et ceux de l'ancienne cohorte (CPO). Certaines directions adjointes, des enseignants et des conseillers en orientation ont participé à des entrevues semi-structurées. Les informations tirées de ces activités jettent un éclairage complémentaire sur les données provenant des questionnaires et d'autres sources d'informations.

1. Objectifs de la recherche

La recherche compte deux objectifs : comprendre l'effet de la double cohorte sur les projections des demandes d'admission aux institutions collégiales et universitaires de l'Ontario et déterminer les effets de la mise en œuvre de la réforme du programme d'études sur le rendement des élèves du secondaire.

La phase trois de la recherche sur la problématique de la double cohorte permet de dégager avec un peu plus de précision les éléments suivants :

- le rendement des élèves qui terminent cette année (2003) leurs études secondaires suivant l'ancien programme du Ministère (ancienne cohorte)
- le rendement des élèves de la nouvelle cohorte en comparaison avec leurs confrères de l'ancienne cohorte qui terminent aussi leurs études secondaires au printemps 2003
- le rendement des élèves de la deuxième nouvelle cohorte et leur progrès vers l'obtention du DESO
- les besoins et les perceptions des élèves francophones par rapport à leur langue et leur culture.

La structure du questionnaire n'a pas changé, sauf pour l'ajout de quelques questions portant sur l'identité culturelle francophone. Quelques éléments de comparaison entre les cohortes francophones et anglophones seront présentés dans cette section du rapport.

Les entrevues semi-dirigées avec certains élèves de la double cohorte nous ont permis de déceler un climat d'incertitude en ce qui concerne leurs possibilités d'admission au sein des institutions postsecondaires. Le fait que ces entrevues eurent lieu à l'automne 2002 explique en grande partie l'inquiétude exprimée par ces élèves. Il était très difficile pour quiconque à ce moment-là de prévoir les taux d'inscriptions aux institutions collégiales et universitaires en septembre 2003, malgré les déclarations du gouvernement annonçant l'allocation de fonds supplémentaires aux universités et aux collèges pour faire face aux besoins de la double cohorte. L'augmentation du nombre d'offres d'admission aux universités et aux collèges a permis d'alléger cette incertitude dès que les lettres d'admissions des élèves se mirent à apparaître lors du deuxième semestre de l'année scolaire.

2. Échantillon

L'échantillon compte, pour la troisième phase du rapport, 1 570 élèves francophones de 11^{e} année (deuxième nouvelle cohorte), 1 412 élèves de 12^{e} année (première nouvelle cohorte) et 709 élèves de l'ancienne cohorte (5^{e} année du secondaire, pour la plupart se dirigeant vers l'université. Leurs confrères se dirigeant au collège ont probablement quitté le secondaire l'année dernière.)

Les 23 écoles qui ont participé à cette recherche sont des écoles de langue française de plusieurs milieux : écoles catholiques et publiques de grande et petite taille en milieu urbain, rural et en banlieue ainsi qu'une école se spécialisant dans les arts. Voir le tableau 1.1 de la page 5.

B. Rendement scolaire dans les cours de base (Français, English, Sciences et Mathématiques)

1. Introduction

Un des objectifs de la réorganisation du programme au secondaire est de favoriser un rendement scolaire élevé (obtention du DESO). Dans les deux premières phases de cette recherche, nous croyions que le contraire ne se produise car le taux d'échec des élèves de 9^e^ et de 10^e^ année dans les cours de base était élevé. Nous présentons dans la section qui suit le rendement des élèves de 11^e^ et de 12^e^ année pour pouvoir mieux estimer le taux d'obtention du DESO par les élèves du secondaire inscrits aux cours de la nouvelle programmation.

2. Rendement scolaire dans les cours de base (Français, English, Sciences et Mathématiques) – 11^e^ année

Les résultats scolaires des élèves de la deuxième nouvelle cohorte en 11^e^ année sont relativement semblables à leurs résultats en 10^e^ année, et ce, dans les quatre matières de base (français, English, sciences et mathématiques). Nous remarquons ainsi que les taux d'échec sont presque semblables pour la deuxième cohorte en 11^e^ et 10^e^ années.

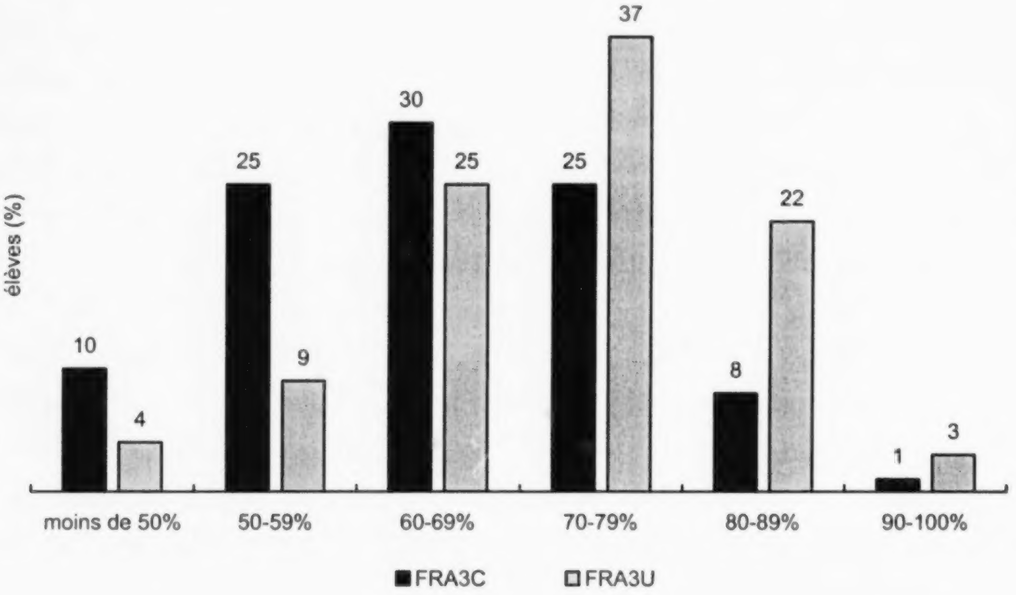
Les types de cours offerts dans le programme du palier secondaire en 11^e^ et 12^e^ année sont décrits ci-dessous :

U – cours préuniversitaires
M – cours préuniversitaires/précollégiaux
C – cours précollégiaux
E – cours préemploi
O – cours ouverts

a. Français 11^e^ année

Les élèves qui suivent les cours de type U (se dirigeant vers l'université) maintiennent la tendance à se classer dans les moyennes plus élevées que les élèves qui suivent les cours de type C (se dirigeant vers le collège). Il serait peut-être opportun d'examiner de plus près la mise en œuvre de ces cours. Plus de 35% des élèves qui suivent le cours de type collégial se situent en deçà des moyennes de 60% en français et près de 10% des élèves échouent le cours en question.

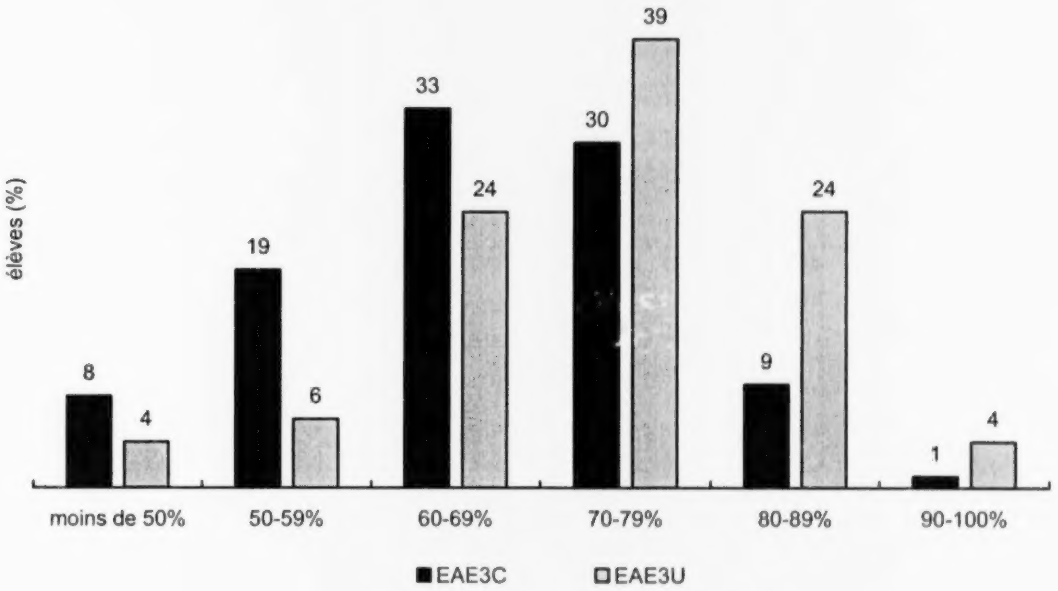
Figure 8.1 : Rendement scolaire - 11^e année (Français)



b. English 11^e année

Le même phénomène se produit dans les cours d' English chez les élèves de 11^e année. Plus d'un quart des élèves qui suivent le cours de type C obtiennent des moyennes en deçà de 60% comparativement à 10% des élèves suivant les cours de type U. Ce type d'écart rappelle les écarts observés lors de la Phase 2 (partie V, section 4) entre les résultats des élèves qui suivaient des cours de type général et les résultats des élèves qui suivaient des cours de type avancé.

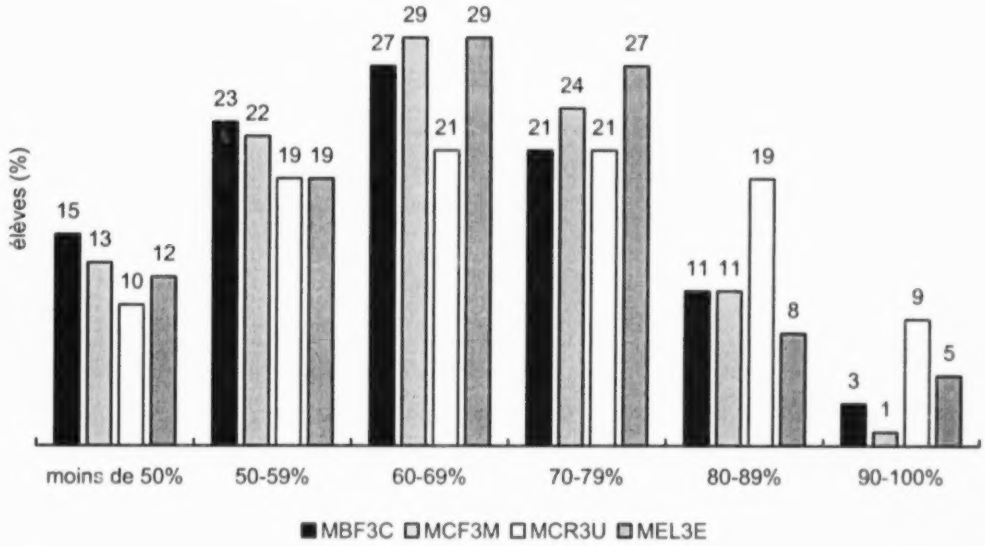
Figure 8.2 : Rendement scolaire - 11^e année (English)



c. Mathématiques 11e année

Le rendement scolaire des élèves de 11e année en mathématiques ne diffère pas de celui de leurs confrères qui sont maintenant en 12e année (première nouvelle cohorte). Nous notons un meilleur rendement chez les élèves inscrits aux cours du type U que chez les élèves inscrits aux cours du type C. Ceci ressemble à ce que nous avons observé l'année dernière pour ce qui est des résultats en 11e année des élèves de la première nouvelle cohorte et des élèves de l'ancienne cohorte (CPO).

Figure 8.3 : Rendement scolaire - 11e année (Mathématiques)

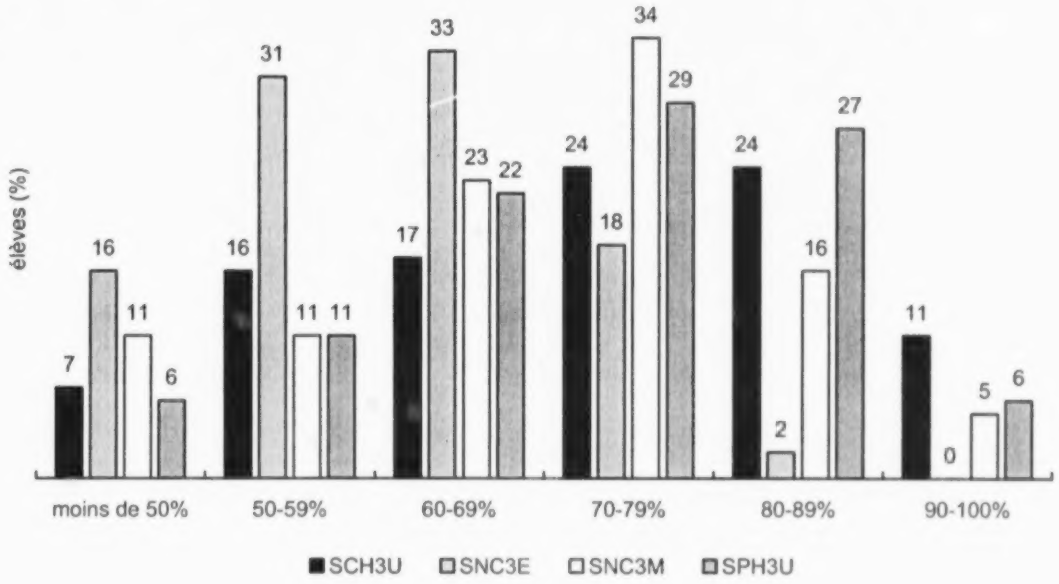


d. Sciences 11e année

Le rendement des élèves de 11e année en sciences (tous types de cours) semble plus dispersé en comparaison avec le rendement de ces mêmes élèves dans les autres matières de base. Le taux d'échec des élèves inscrits au cours SNC3E est de 16%, ce qui est quelque peu préoccupant. Il faut noter par contre que les écoles n'offrent pas de cours de type E en grand nombre et que le nombre d'élèves inscrits à ce cours est relativement peu élevé. Moins de 3% des élèves qui ont suivi ce cours ont obtenu une note finale supérieure à 80%. Plus du trois quarts d'entre eux ont obtenu une note en deçà de 70%.

Les élèves qui suivent les cours de type U semblent bien se tirer d'affaires, surtout en physique où les notes semblent plus élevées (33% au-delà de 80% de moyenne) que dans les autres cours de sciences (même type). Les élèves semblent aussi bien se débrouiller en chimie, où le pourcentage d'élèves ayant obtenu une moyenne supérieure à 90% dépasse les 10%.

Figure 8.4 : Rendement scolaire - 11^e année (Sciences)

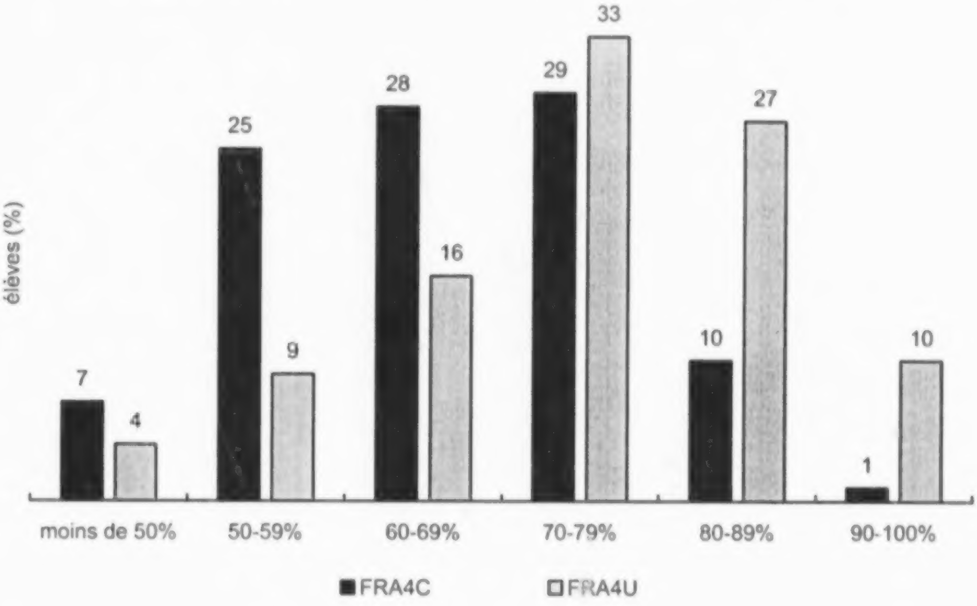


3. Rendement dans les cours de base (Français, English, Sciences et Mathématiques) – 12ᵉ année et CPO (ancienne et nouvelle cohorte)

a. Français 12ᵉ année

Le rendement des élèves de 12ᵉ année (nouvelle cohorte) en français est semblable à leur rendement en français lorsqu'ils étaient en 11ᵉ année (tous types). Les élèves qui suivent des cours de type C ont un rendement inférieur à celui des élèves suivant des cours de type U. Peu d'élèves (11% seulement) suivant des cours de type C réussissent à obtenir une moyenne au-delà de 80% alors que plus de 35% des élèves qui suivent des cours de type U y parviennent.

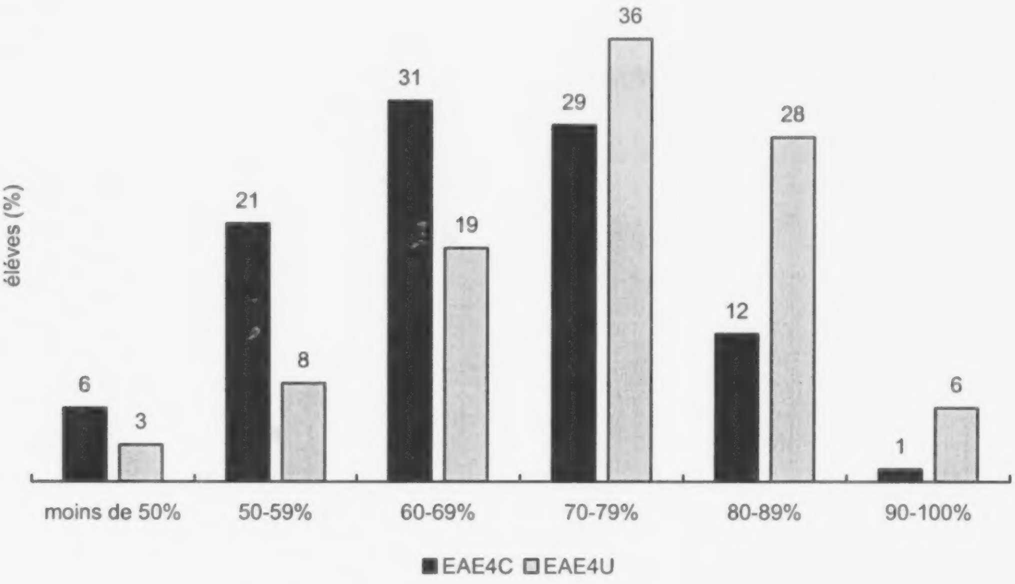
Figure 8.5 : Rendement scolaire - 12ᵉ année (Français)



b. English 12^e année

Le rendement des élèves de 12^e année en English est semblable aux résultats qu'ils obtiennent en français dans les deux types de cours. Il est intéressant à noter que les élèves qui suivent des cours de type C réussissent mieux leur cours d'English que leurs cours de français, alors que leurs confrères suivant des cours du type U maintiennent des moyennes semblables.

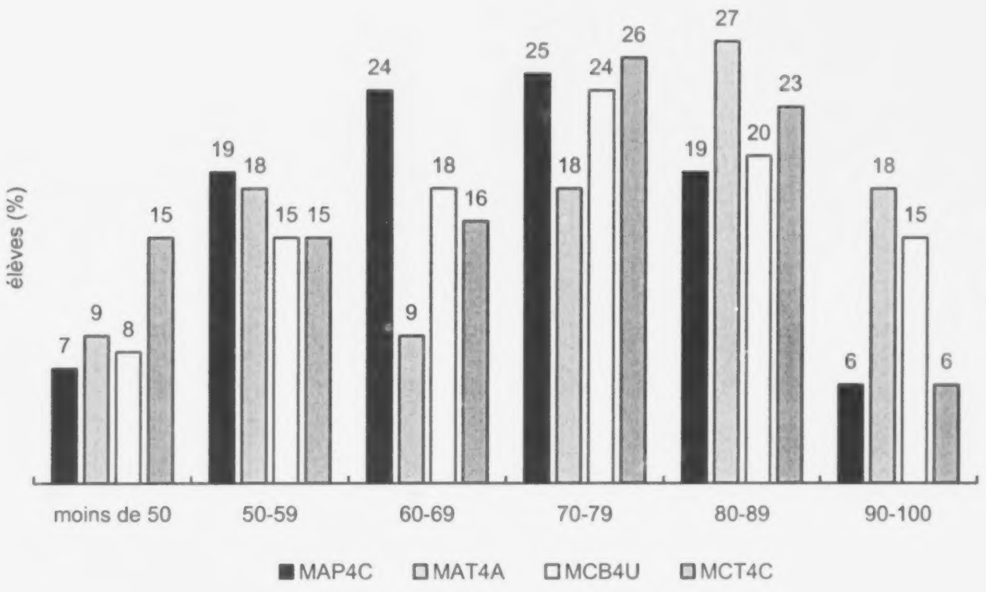
Figure 8.6 : Rendement scolaire - 12^e année (English)



c. Mathématiques 12^e année

Les notes obtenues en mathématiques sont semblables aux résultats des années précédentes (ancienne cohorte lorsqu'ils étaient en 12^e année—MAT4A). Les élèves qui suivent des cours de type U sont plus nombreux à obtenir des moyennes au-delà de 80%. Le taux d'échec dans tous les cours est relativement faible, sauf dans le cas du cours MCT4C où il frôle les 15%. Par contre, la distribution des notes pour ce cours est plus ou moins semblable aux courbes des autres cours de mathématiques du même type.

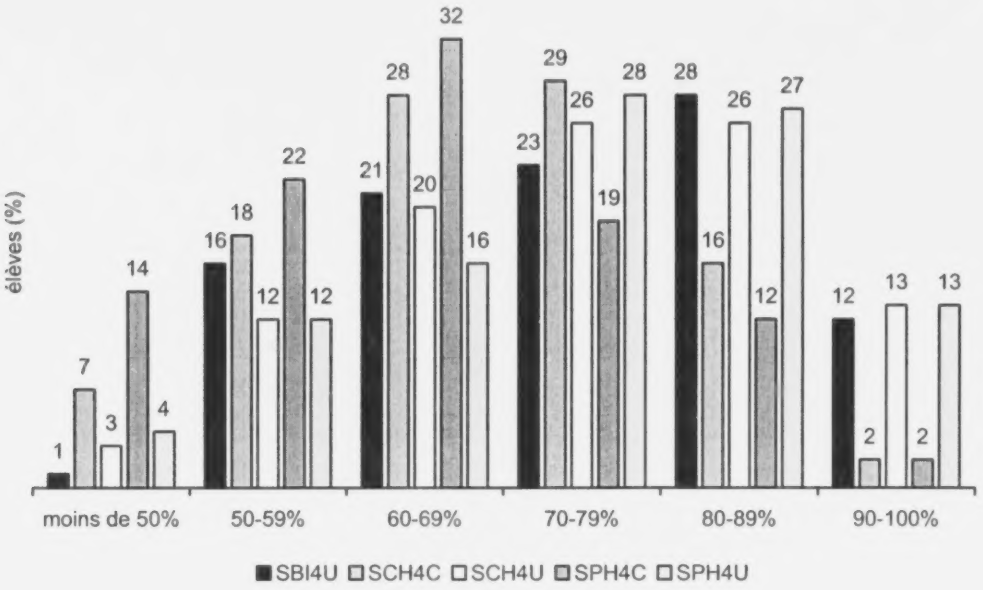
Figure 8.7 : Rendement scolaire - 12e année (Mathématiques)



d. Sciences 12^{e} année

Le rendement des élèves francophones de 12^{e} année en sciences (tous types et toutes matières confondues) est semblable à leur rendement en sciences lorsqu'ils étaient en 11^{e} année et semblable à celui des élèves de l'ancienne cohorte lorsqu'ils étaient en12^{e} année. Comme par le passé les élèves des cours de type U réussissent mieux que leurs confrères suivant des cours de type C. Le taux d'échec est plus élevé dans les cours de physique et de chimie de type C. Les élèves suivant des cours de types C et U ne semblent pas avoir plus de difficulté en une matière qu'une autre. Les résultats des cours de biologie de type U sont particulièrement élevés.

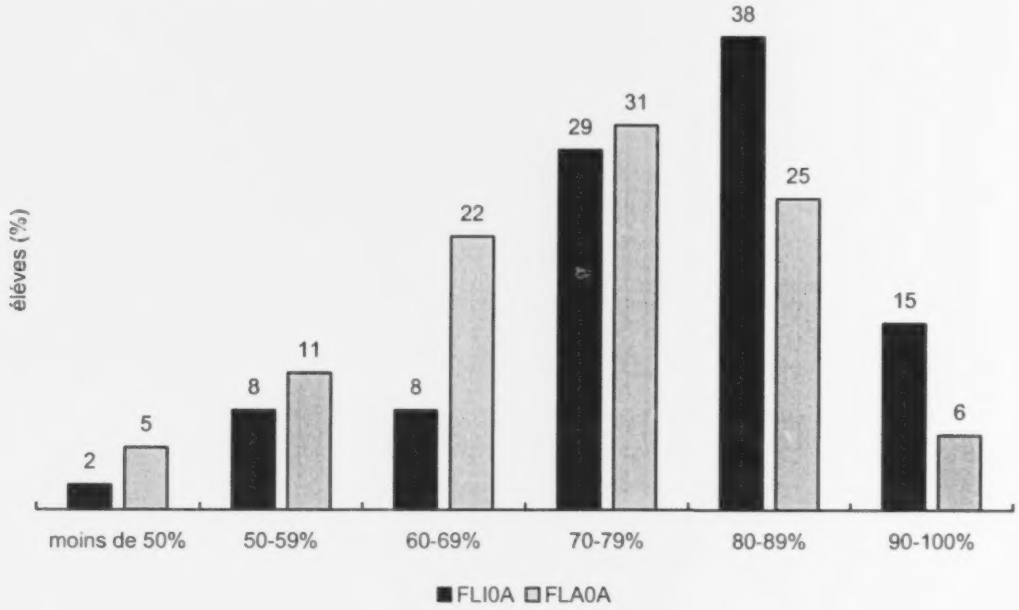
Figure 8.8 : Rendement scolaire - 12^{e} année (Sciences)



e. Français CPO

Le rendement des élèves de l'ancienne cohorte (CPO) est semblable à leur rendement en français au cours des deux années précédentes (11^e année et 12^e année, type avancé). En effet, les élèves suivant des cours de type avancé maintiennent de bonnes moyennes en français, avec un taux d'échec sous les 5%. Les cours pré-universitaire de l'Ontario sont généralement réservés aux élèves se dirigeant vers l'université. Les élèves semblent éprouver plus de difficulté à réussir le cours de *Français : lecture critique et écriture* (FRA0A) avec des notes supérieures à 80% que celui de *Français : études littéraires* (FLI0A).

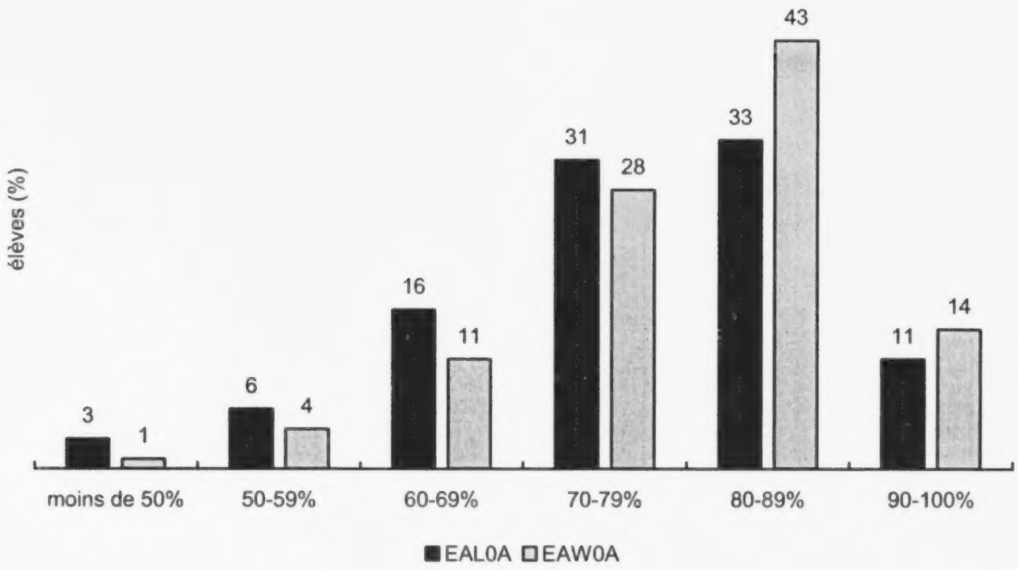
Figure 8.9 : Rendement scolaire - CPO (Français)



f. English CPO

Le rendement des élèves de CPO en English est semblable à leur rendement en English lorsqu'ils étaient en 12^{e} année (type avancé). Les élèves se débrouillent bien tant en littérature qu'en écriture. Cela dit, les élèves de l'ancienne cohorte semblent mieux réussir dans le cours d'*English Literature* (EAL0A) qu'en *English Writing* (EAW0A) à l'inverse des cours de français.

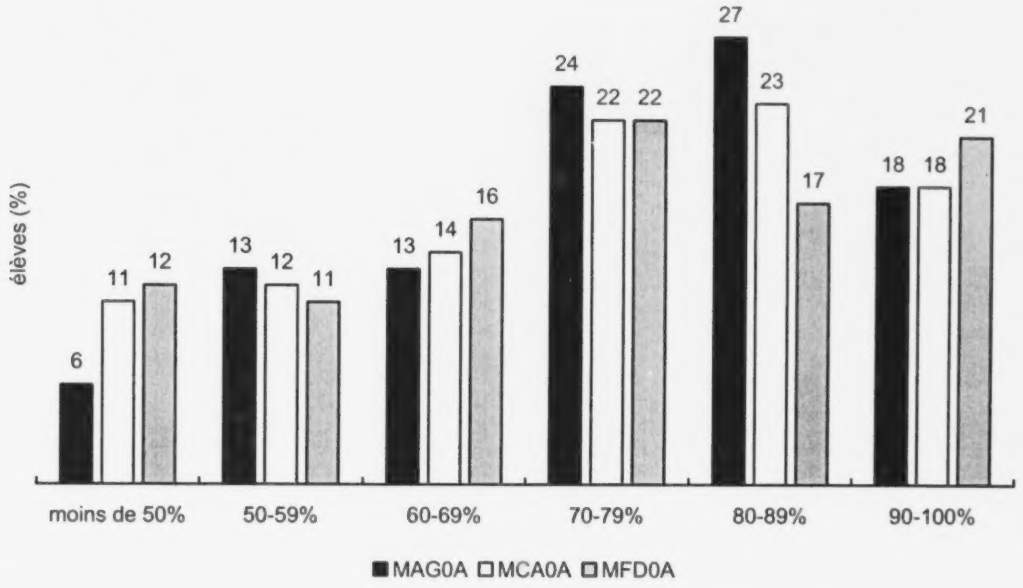
Figure 8.10 : Rendement scolaire - CPO (English)



g. Mathématiques CPO

Le rendement des élèves de CPO en mathématiques est semblable aux années précédentes. On note par contre un taux d'échec particulièrement élevé en mathématiques MFD0A et MCA0A. La distribution des notes est relativement semblable d'un cours à l'autre.

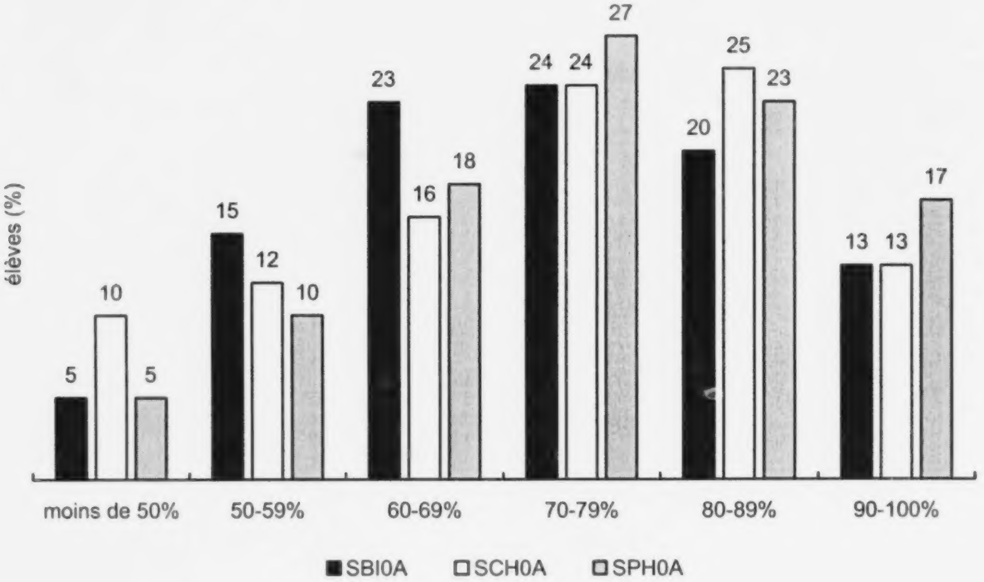
Figure 8.11 : Rendement scolaire - CPO (Mathématiques)



h. Sciences CPO

Le rendement des élèves de CPO en sciences (physique, chimie, biologie) ne diffère pas du rendement de ces mêmes élèves dans leurs cours de sciences en 11^e et en 12^e année (type avancé). Le taux d'échec n'est pas élevé, sauf en chimie où il est de 10%. Dans les autres cours, la majorité des élèves réussissent leurs cours de sciences avec des moyennes au-delà de 70%.

Figure 8.12 : Rendement scolaire - CPO (Sciences)



C. Comparaison du rendement des élèves francophones et anglophones dans les cours de base (12^e année).

1. Français-English (langue d'enseignement de l'école)

Les élèves francophones semblent obtenir des résultats semblables dans les cours de français (langue maternelle et/ou langue d'enseignement de l'école) à ceux de leurs confrères anglophones dans les cours d'English (langue maternelle et/ou langue d'enseignement de l'école). Voir le tableau 8.1. Le pourcentage de réussite dans le cours de type collégial est légèrement supérieur chez les élèves francophones.

Tableau 8.1 : Rendement scolaire des élèves francophones et anglophones dans les cours de langue (selon la langue d'enseignement de l'école)

Cours	% réussite
ENG4C*	90
ENG4U*	95
FRA4C	93
FRA4U	96

* pour les élèves anglophones seulement

2. Mathématiques

Le rendement scolaire des élèves francophones en mathématiques est très semblable à celui des élèves anglophones de la même cohorte (tableau 8.2). On note une légère différence en faveur des francophones dans le cours *Mathématiques de la gestion des données* (MDM4U) où le taux d'échec n'est que de 2% chez les élèves francophones alors qu'il est de 6% chez leurs confrères anglophones. Le taux d'échec dans le cours *Mathématiques de la technologie au collège* (MCT4C) est de 15% chez les élèves francophones comparativement à 10% chez les élèves anglophones.

Tableau 8.2 : Rendement scolaire des élèves francophones et anglophones en mathématiques

Cours	% réussite anglais	% réussite français
MAP4C	89	93
MCB4U	91	92
MCT4C	90	85
MDM4U	94	98
MEL4E	92	95
MGA4U	94	93

3. Sciences

Le rendement scolaire des élèves francophones en sciences est semblable à celui des élèves anglophones de la même cohorte (tableau 8.3). Le rendement des élèves francophones qui suivent des cours de type U est légèrement plus élevé que les élèves anglophones. Le cours de physique 4C semble poser plus de difficultés aux élèves francophones. En général, les élèves francophones réussissent un peu mieux en sciences que leurs confrères anglophones de la même cohorte (nouvelle cohorte).

Tableau 8.3 : Rendement scolaire des élèves francophones et anglophones en sciences

Cours	% réussite anglais	% réussite français
SBI4U	96	99
SCH4C	89	93
SCH4U	96	97
SPH4C	90	86
SPH4U	96	96

D. Identité des francophones en Ontario

1. Questions portant sur l'identité culturelle

L'identité culturelle semble à première vue plus ou moins importante aux yeux des élèves francophones en Ontario. Cinquante-deux pour cent d'entre eux indiquent que de mieux connaître la culture d'expression française en Ontario est « peu ou pas du tout important » pour eux. La langue française n'influence pas leur décision pour ce qui est de leur choix de programme d'étude ou de cours à suivre. Plusieurs élèves désirent poursuivre leurs études post-secondaires en anglais (38%), utilisent l'anglais en tout temps avec leurs amis (70%) ou parlent principalement l'anglais à la maison (39%). Seulement 6% des élèves proviennent de familles allophones. Il faut noter, par contre, que près de 60% des élèves croient que leur identification à la culture d'expression française est importante ou assez importante.

L'identité culturelle des élèves francophones est ambiguë. D'une part, ils perçoivent l'importance de la langue et de leurs compétences linguistiques en français, mais d'autre part, ils accordent peu d'importance à la culture francophone. La société qui les entoure et la (ou « les ») langue(s) parlées à la maison ont un impact profond sur l'identité culturelle des jeunes francophones.

Les élèves francophones font face à un monde à dominance anglo-américaine que ce soit par les médias, le commerce ou même au sein du foyer. Ils font partie d'une communauté qui se voit obligé de défendre sa culture et sa langue. Les élèves francophones de l'Ontario doivent être encouragés à saisir l'importance de la communauté de langue française dans l'histoire du Canada, dans la culture canadienne et dans notre identité nationale. Malheureusement, l'assimilation des communautés francophones en Ontario et partout au pays crée souvent une ambiguïté culturelle chez les francophones. Le système d'éducation, les communautés francophones et les familles francophones se doivent d'aider à diminuer le taux d'assimilation *culturelle* et *linguistique* des jeunes francophones de l'Ontario.

Les élèves francophones semblent avoir besoin d'appui pour s'approprier leur culture et développer leur estime de soi. Ils doivent découvrir une fierté d'être francophone et un désir de promouvoir leur culture. Ils doivent aussi apprendre à se créer une identité culturelle à partir de leurs racines diverses qui sont parfois complexes.

2. Compétences linguistiques

Les auteurs de ce rapport ont demandé aux élèves francophones de s'auto évaluer en ce qui concerne leurs compétences linguistiques au niveau de la langue parlée, écrite et lue. Voir le tableau 8.4.

Tableau 8.4 : Autoévaluation des élèves au niveau de leurs compétences linguistiques (%)*

Au niveau de :	Compétences	11^e année	12^e année	5^e année au secondaire
la langue parlée	Moyennes	12,3	14,1	10,9
	Bonnes	34,6	33,5	32,0
	Très bonnes	38,1	35,3	36,7
	Excellentes	15,0	17,0	20,4
la langue écrite	Moyennes	19,5	21,3	17,3
	Bonnes	37,2	36,1	36,5
	Très bonnes	31,4	30,4	32,1
	Excellentes	11,8	12,3	14,1
la lecture	Moyennes	9,8	9,9	7,1
	Bonnes	27,1	23,8	23,4
	Très bonnes	37,6	41,6	38,7
	Excellentes	25,5	24,6	30,8

* Certaines sommes ne sont pas de 100 % à cause de l'arrondissement des nombres.

Le quart des élèves (25%) considèrent leurs compétences en lecture comme étant excellentes. Près de 20% des élèves considère leurs compétences à l'écrit comme étant dans la moyenne. Ils sont plus à l'aise au niveau de la langue parlée, mais seulement 15% d'entre eux considèrent leurs compétences comme étant excellentes.

Les chercheurs ont aussi posé une question aux élèves francophones afin de mieux saisir l'importance attribuée aux compétences linguistiques en français et en anglais.

Les élèves francophones indiquent que leurs compétences linguistiques en français sont plus importantes que leurs compétences linguistiques en anglais (tableau 8.5). Ils utilisent pourtant l'anglais avec leurs amis (70%) et à la maison (39%).

Tableau 8.5 : Importance attribuée à la compétence linguistique par les élèves francophones (%)*

Mes compétences en français	**11^e année**	**12^e année**	**5^e année au secondaire**
Très important	38,9	37,8	39,6
Assez important	43,9	42,3	40,0
Pas très important	12,8	15,1	14,5
Pas du tout important	4,4	4,9	5,9
Mes compétences en anglais	**11^e année**	**12^e année**	**5^e année au secondaire**
Très important	28,8	26,2	22,6
Assez important	41,4	41,0	41,9
Pas très important	19,8	21,5	25,7
Pas du tout important	10,0	11,3	9,7

* Certaines sommes ne sont pas de 100 % à cause de l'arrondissement des nombres.

Ceci reflète l'ambiguïté culturelle observée chez les jeunes francophones de l'Ontario : ils font preuve d'une certaine fierté linguistique sans pour autant faire usage de la langue française dans la vie quotidienne. Ils se disent fiers d'être francophones : ils jugent leurs compétences en français plus importantes que leurs compétences en anglais. Toutefois, un grand nombre d'entre eux indiquent vouloir poursuivre leurs études postsecondaires en anglais. Ils utilisent principalement la langue anglaise dans la vie de tous les jours et ils semblent peu s'intéresser à la culture francophone.

Ontario Ministry of Education

Double Cohort Survey

Grade 11

(00/01 Grade 9 Cohort)

Aussi disponible en français

To the Student:

We are asking you to complete this questionnaire for the Double Cohort Study. Although you are part of the group that follows the two groups of students who may be graduating in the spring of 2003, information about your educational plans and school achievement is just as important for educational planning. The purpose of this study is to gain information about your courses, achievement, and career plans so that we may better prepare to help you meet your goals after high school.

If you were able to participate in the survey last school year, you will notice that some of the questions are the same. You may now have different plans and some of your activities may have changed.

Your contribution is significant to the success of this study. However, your participation is voluntary.

It should take you between 15 and 20 minutes to complete the questionnaire. Your information will be kept confidential.

Your principal will be receiving a summary of the findings to share with you.

We appreciate your involvement in this important study. If you have any questions about the study, please ask your teacher.

FOR SCHOOL USE ONLY –
IF STUDENT NOT IDENTIFIED ABOVE

Student MIN number

Student's full name

Student's date of birth

Student Status

(circle code for appropriate type)

P = Student completed survey
SR = Student refused to participate
PR = Parent refused to have student participate
SA = Student absent
TI = Student has transferred into school
TO = Student has transferred to another school
DO = Student has dropped out of school
DK = Whereabouts of student unknown

Winter 2003

Instructions

Please read and answer each question carefully. For most of the questions, please place a check mark in the box to the right of the question.

For some questions, you may need to print a number in the box or write in the space provided.

When you have completed the questionnaire, place it face down in front of you, and wait for your teacher's instructions.

1. Are you male or female?

Male ☐
Female ☐

2. When were you born? *For example, if you were born on September 8, 1986, you would write*

0	8	*in the boxes beside 'Day',*
0	9	*in the boxes beside 'Month', and*
8	6	*in the boxes beside 'Year'.*

a. Day ☐☐
b. Month (Jan = 01, Feb = 02, etc.) ☐☐
c. Year 1 9 ☐☐

3. On average, how many **hours per week** do you usually spend on homework? *(Place the number of hours in the box(es), rounded to the nearest hour.)*

☐☐

4. Do you currently have a part-time job(s) for which you are paid?

Yes ☐
No ☐

a. If you answered 'Yes' to question 4, indicate the number of hours you usually work in a week.

During the week (Monday to Thursday) ☐☐
On the weekend (Friday to Sunday) ☐☐

5. Did you take a summer school course(s) this past summer?

No ☐
Yes, one ☐
Yes, two ☐

a. If you answered 'Yes' to question 5, what was the **main** reason that you took a summer school course this past summer? *(Place a check mark in **only one** box.)*

To make up a failed/missing credit ☐
To raise a passing mark to a higher mark ☐
To be able to graduate sooner ☐
Other *(please write in)* ☐

____

b. If you took a summer school course(s) this past summer, list the course(s), course type(s) and grade.

Course	Course type	Grade
(e.g., Math	*Applied*	*10)*

6. How many regular school year and summer school credits had you **successfully completed** up to the beginning of this school year – September, 2002? *(Do **not** count first semester credits in this school year.)*

Regular School Year Credits up to Sept. 2002 ☐☐
Summer School Credits ☐

7. All students in the new program are required to complete 40 hours of community involvement activities. How many hours of community involvement activities have you completed to date? *Please write in the number of hours; if none, write* 0 0.

☐☐

8. What type of work are you thinking of doing when you have finished your education (for example, automotive mechanic, teacher, chef, dentist, computer programmer)? *(Please write below.)*

____

____

____

____

9. Have you participated in any of the following career-related experiences while in high school? *(Place a check mark beside **all** of your activities.)*

Career Fairs/Career Days ☐
Workplace/Industry Tours ☐
Job Shadowing ☐
Short-term work experience (1 to 4 weeks) ☐
Cooperative Education ☐
Ontario Youth Apprenticeship Program (OYAP) ☐
Other school-based work experiences *(please write below)* ☐

____

10. Are you taking a course(s) through cooperative education (co-op) this school year? *(Include both semesters.)*

Yes ☐
No ☐

a. Where is/was your cooperative education placement? *(e.g., auto repair shop, retirement home)*

____

b. If you answered 'Yes' to question 10, is/was your co-op experience related to your career plans?

Yes, closely related ☐
Yes, partly related ☐
No ☐
Don't know yet ☐

c. If you answered 'Yes' to question 10, what is the reason you are taking co-op? *(Place a check mark in **all** of the boxes that apply.)*

To gain useful work skills ☐
To explore a possible career ☐
To improve my chances of admission to college/university ☐
To apply my classroom learning to practical work experience ☐
To improve my chances of getting a part-time or summer job ☐
To have a change from the regular classroom ☐
Other *(please write in)* ☐

____
____

11. If you did not take co-op this year, what is the **main** reason? *(Place a check mark in **only one** box.)*

Not interested in co-op ☐
Taking co-op would prevent me from taking a course(s) required for college or university ☐
No placement of interest to me was available ☐
Not possible to schedule co-op in my timetable ☐
Could not arrange transportation to placement ☐
Already have taken co-op ☐
Taking co-op next year ☐
Other *(please write in)* ☐

____
____
____

12. Are you participating in the Ontario Youth Apprenticeship Program (OYAP) this school year? *(Include first semester)*

Yes ☐
No ☐

13. Which of the following best describes what you expect to do in the future? *(Place a check mark in **only one** box.)*

- Leave before graduating from high school and go directly to work ☐
- Graduate from high school and go directly to work ☐
- Graduate from high school and attend college ☐
- Graduate from high school and attend university ☐
- Graduate from high school and attend a private vocational school (e.g., a business institute, a computer training school) ☐
- Graduate from high school and enter an apprenticeship program for a skilled trade (e.g., to be an electrician, plumber or hairdresser) ☐
- Other *(please write in)* ☐

____

____

- Uncertain ☐

14. Do you plan to take off a year or more after high school before attending college or university? *(Place a check mark in **only one** box.)*

- Yes ☐
- No ☐
- Do not know ☐
- Do not plan to attend college or university ☐

a. If you answered 'Yes' to question 14, why do you plan to take off a year or more? *(Place a check mark in **all** of the boxes* that apply.)

- To take a break from school ☐
- To make money to be able to pay for college or university ☐
- Do not plan to attend college or university ☐
- Other (please write below) ☐

____

15. How many years do you expect to take to graduate and leave high school, including Grade 9? *(Place a check mark in **only one** box.)*

- Four years ☐
- Four and one-half years ☐
- Five years ☐
- More than five years ☐
- Do not expect to graduate ☐
- Do not know ☐

16. If you plan to go on to post-secondary education, do you expect to attend a college or university outside of Ontario?

- Yes ☐
- No ☐
- Don't know ☐
- Do not plan to attend college or university ☐

17. How important have each of the following been in influencing your educational and career plans?

	Very Important	Somewhat Important	Not very Important	Not at all Important
Parent(s) or guardian(s)	☐	☐	☐	☐
Teacher-Adviser Group or Program (TAG or TAP)	☐	☐	☐	☐
Teacher(s)	☐	☐	☐	☐
Guidance counsellor	☐	☐	☐	☐
Friend(s)	☐	☐	☐	☐
Someone you admire who does the work you would like to do	☐	☐	☐	☐
Participation in career-related activities (e.g., co-op, work experience, Ontario Youth Apprenticeship Program)	☐	☐	☐	☐
Career information (e.g., from TV, internet, newspapers, brochures)	☐	☐	☐	☐
Other *(please write below)*	☐	☐	☐	☐

____

____

18. Were you able to take all the courses you requested this school year?

Yes ☐
No ☐

a. If you answered 'No' to question 18, **what** was the course(s) (course type and grade) you could not take, and **why** could you not take it (them)? *(Place a check mark in **only one** box per course.)*

Course, Course Type & Grade
(e.g., Dramatic Arts— University/College Grade 11)

____

Course not available ☐
Course conflicted with other courses ☐
Not enough students to offer course ☐
Already had eight courses ☐
Course was full ☐
Other *(Please write in)* ☐

____

Course, Course Type & Grade

____

Course not available ☐
Course conflicted with other courses ☐
Not enough students to offer course ☐
Already had eight courses ☐
Course was full ☐
Other *(Please write in)* ☐

____

Thank you very much for completing this questionnaire.

Ontario Ministry of Education

Double Cohort Survey

Grade 12

(99/00 Grade 9 Cohort)

Aussi disponible en français

To the Student:

We are asking you to complete this third questionnaire for the Double Cohort Study. As you know, two groups of students will be graduating in the spring of 2003, one group from the old secondary school program, and the other from the new four-year program. This will mean that more students will be graduating in 2003 than in previous years. The purpose of this study is to gain information about your courses, achievement, and career plans so that we may better prepare to help you meet your goals after high school.

If you were able to participate in the survey last school year, you will notice that some of the questions are the same. You may now have different plans and some of your activities may have changed.

Your contribution is significant to the success of this study. However, your participation is voluntary.

It should take you between 15 and 20 minutes to complete the questionnaire. Your information will be kept confidential.

Your principal will be receiving a summary of the findings to share with you.

We appreciate your involvement in this important study. If you have any questions about the study, please ask your teacher.

Winter 2003

FOR SCHOOL USE ONLY –
IF STUDENT NOT IDENTIFIED ABOVE

Student MIN number

Student's full name

Student's date of birth

Student Status

(circle code for appropriate type)

P = Student completed survey
SR = Student refused to participate
PR = Parent refused to have student participate
SA = Student absent
TI = Student has transferred into school
TO = Student has transferred to another school
DO = Student has dropped out of school
DK = Whereabouts of student unknown

Instructions

Please read and answer each question carefully. For most of the questions, please place a check mark in the box to the right of the question.

For some questions, you may need to print a number in the box or write in the space provided.

When you have completed the questionnaire, place it face down in front of you, and wait for your teacher's instructions.

1. Are you male or female?

   Male ☐

   Female ☐

2. When were you born? *For example, if you were born on September 8, 1985, you would write*

   0 8 in the boxes beside 'Day',

   0 9 in the boxes beside 'Month', and

   8 5 in the boxes beside 'Year'.

   a. Day ☐☐

   b. Month (Jan = 01, Feb = 02, etc.) ☐☐

   c. Year *1 9* ☐☐

3. On average, how many **hours per week** do you usually spend on homework? *(Place the number of hours in the box(es), rounded to the nearest hour.)*

   ☐☐

4. Do you currently have a part-time job(s) for which you are paid?

   Yes ☐

   No ☐

   a. If you answered 'Yes' to question 4, indicate the number of hours you usually work in a week.

   During the week (Monday to Thursday) ☐☐

   On the weekend (Friday to Sunday) ☐☐

5. Did you take a summer school course(s) this past summer?

No ☐
Yes, one ☐
Yes, two ☐

a. If you answered 'Yes' to question 5, what was the **main** reason that you took a summer school course this past summer? *(Place a check mark in **only one** box.)*

To make up a failed/missing credit ☐
To raise a passing mark to a higher mark ☐
To be able to graduate sooner ☐
Other *(please write in)* ☐

____

b. If you took a summer school course(s) this past summer, list the course(s), course type(s) and grade.

Course	**Course type**	**Grade**
(e.g., Math	*University*	*11)*

6. How many regular school year and summer school credits had you **successfully completed** up to the beginning of this school year – September, 2002? *(Do **not** count first semester credits in this school year.)*

Regular School Year Credits up to Sept. 2002 ☐☐
Summer School Credits ☐

7. All students in the new program are required to complete 40 hours of community involvement activities. How many hours of community involvement activities have you completed to date? *Please write in the number of hours; if none, write* 0 0.

☐☐

8. What type of work are you thinking of doing when you have finished your education (for example, automotive mechanic, teacher, chef, dentist, computer programmer)? *(Please write below.)*

____

____

____

____

9. Have you participated in any of the following career-related experiences while in high school? *(Place a check mark beside **all** of your activities.)*

Career Fairs/Career Days ☐
Workplace/Industry Tours ☐
Job Shadowing ☐
Short-term work experience (1 to 4 weeks) ☐
Cooperative Education ☐
Ontario Youth Apprenticeship Program (OYAP) ☐
Other school-based work experiences *(please write below)* ☐

____

10. Are you taking a course(s) through cooperative education (co-op) this school year? *(Include both semesters.)*

Yes ☐
No ☐

a. Where is/was your cooperative education placement? *(e.g., auto repair shop, retirement home)*

b. If you answered 'Yes' to question 10, is/was your co-op experience related to your career plans?

Yes, closely related ☐
Yes, partly related ☐
No ☐
Don't know yet ☐

c. If you answered 'Yes' to question 10, what is the reason you are taking co-op? *(Place a check mark in* ***all*** *of the boxes that apply.)*

To gain useful work skills ☐
To explore a possible career ☐
To improve my chances of admission to college/university ☐
To apply my classroom learning to practical work experience ☐
To improve my chances of getting a part-time or summer job ☐
To have a change from the regular classroom ☐
Other *(please write in)* ☐

11. If you did not take co-op this year, what is the **main** reason? *(Place a check mark in* ***only one*** *box.)*

Not interested in co-op ☐
Taking co-op would prevent me from taking a course(s) required for college or university ☐
No placement of interest to me was available ☐
Not possible to schedule co-op in my timetable ☐
Could not arrange transportation to placement ☐
Already have taken co-op ☐
Other *(please write in)* ☐

12. Are you participating in the Ontario Youth Apprenticeship Program (OYAP) this school year? *(Include first semester)*

Yes ☐
No ☐

13. Which of the following best describes what you expect to do in the future? *(Place a check mark in **only one** box.)*

Leave before graduating from high school and go directly to work ☐

Graduate from high school and go directly to work ☐

Graduate from high school and attend college ☐

Graduate from high school and attend university ☐

Graduate from high school and attend a private vocational school (e.g., a business institute, a computer training school) ☐

Graduate from high school and enter an apprenticeship program for a skilled trade (e.g., to be an electrician, plumber or hairdresser) ☐

Other *(please write in)* ☐

____

____

Uncertain ☐

14. Do you plan to take off a year or more after high school before attending college or university? *(Place a check mark in **only one** box.)*

Yes ☐

No ☐

Do not know ☐

Do not plan to attend college or university ☐

a. If you answered 'Yes' to question 14, why do you plan to take off a year or more? *(Place a check mark in **all** of the boxes* that apply.)

To take a break from school ☐

To avoid the double cohort ☐

To make money to be able to pay for college or university ☐

Do not plan to attend college or university ☐

Other (please write below) ☐

____

15. How many years do you expect to take to graduate and leave high school, including Grade 9? *(Place a check mark in **only one** box.)*

Four years ☐

Four and one-half years ☐

Five years ☐

More than five years ☐

Do not expect to graduate ☐

Do not know ☐

16. If you have applied to a university or college this year (for Fall 2003), please indicate below how many you applied to.

If you have **not** applied to a university or college this year, check this box. ☐

	Number applied to
Ontario colleges	☐
Ontario universities	☐
Colleges outside Ontario	☐
Universities outside Ontario	☐
Colleges/universities outside of Canada	☐

17. How important have each of the following been in influencing your educational and career plans?

	Very Important	**Somewhat Important**	**Not very Important**	**Not at all Important**
Parent(s) or guardian(s)	☐	☐	☐	☐
Teacher-Adviser Group or Program (TAG or TAP)	☐	☐	☐	☐
Teacher(s)	☐	☐	☐	☐
Guidance counsellor	☐	☐	☐	☐
Friend(s)	☐	☐	☐	☐
Someone you admire who does the work you would like to do	☐	☐	☐	☐
Participation in career-related activities (e.g., co-op, work experience, Ontario Youth Apprenticeship Program)	☐	☐	☐	☐
Career information (e.g., from TV, internet, newspapers, brochures)	☐	☐	☐	☐
Other *(please write below)*	☐	☐	☐	☐

____

____

18. Were you able to take all the courses you requested this school year?

Yes ☐

No ☐

a. If you answered 'No' to question 18, **what** was the course(s) (course type and grade) you could not take, and **why** could you not take it (them)? *(Place a check mark in **only one** box per course.)*

Course, Course Type & Grade
(e.g., Visual Arts – University/College Grade 12)

____

Course not available ☐

Course conflicted with other courses ☐

Not enough students to offer course ☐

Already had eight courses ☐

Course was full ☐

Other *(Please write in)* ☐

____

Course, Course Type & Grade

____

Course not available ☐

Course conflicted with other courses ☐

Not enough students to offer course ☐

Already had eight courses ☐

Course was full ☐

Other *(Please write in)* ☐

____

Thank you very much for completing this questionnaire.

Ontario Ministry of Education

Double Cohort Survey

5th Year

(98/99 Grade 9 Cohort)

Aussi disponible en français

To the Student:

We are asking you to complete this third questionnaire for the Double Cohort Study. As you know, two groups of students will be graduating in the spring of 2003, one group from the old secondary school program, and the other from the new four-year program. This will mean that more students will be graduating in 2003 than in previous years. The purpose of this study is to gain information about your courses, achievement, and career plans so that we may better prepare to help you meet your goals after high school.

If you were able to participate in the survey last school year, you will notice that some of the questions are the same. You may now have different plans and some of your activities may have changed.

Your contribution is significant to the success of this study. However, your participation is voluntary.

It should take you between 15 and 20 minutes to complete the questionnaire. Your information will be kept confidential.

Your principal will be receiving a summary of the findings to share with you.

We appreciate your involvement in this important study. If you have any questions about the study please ask your teacher.

Winter 2003

FOR SCHOOL USE ONLY –
IF STUDENT NOT IDENTIFIED ABOVE

Student MIN number

Student's full name

Student's date of birth

Student Status

(circle code for appropriate type)

P = Student completed survey
SR = Student refused to participate
PR = Parent refused to have student participate
SA = Student absent
SG = Student graduated
TI = Student has transferred into school
TO = Student has transferred to another school
DO = Student has dropped out of school
DK = Whereabouts of student unknown

Instructions

Please read and answer each question carefully. For most of the questions, please place a check mark in the box to the right of the question.

For some questions, you may need to print a number in the box or write in the space provided.

When you have completed the questionnaire, place it face down in front of you, and wait for your teacher's instructions.

---

1. Are you male or female?

Male ☐
Female ☐

2. When were you born? *For example, if you were born on September 12, 1984, you would write*

| 1 | 2 | *in the boxes beside 'Day',*
| 0 | 9 | *in the boxes beside 'Month', and*
| 8 | 4 | *in the boxes beside 'Year'.*

a. Day ☐☐
b. Month (Jan = 01, Feb = 02, etc.) ☐☐
c. Year 1 9 ☐☐

3. On average, how many **hours per week** do you usually spend on homework? *(Place the number of hours in the box(es), rounded to the nearest hour.)*

☐☐

4. Do you currently have a part-time job(s) for which you are paid?

Yes ☐
No ☐

a. If you answered 'Yes' to question 4, indicate the number of hours you usually work in a week.

During the week (Monday to Thursday) ☐☐
On the weekend (Friday to Sunday) ☐☐

5. Did you take a summer school course(s) this past summer?

No ☐
Yes, one ☐
Yes, two ☐

a. If you answered 'Yes' to question 5, what was the **main** reason that you took a summer school course this past summer? *(Place a check mark in* ***only one*** box.)

To make up a failed/missing credit ☐
To raise a passing mark to a higher mark ☐
To be able to graduate sooner ☐
Other *(please write in)* ☐

____

b. If you took a summer school course(s) this past summer, list the course(s), course type(s) and grade.

Course	**Course type**	**Grade**
(e.g., Calculus	*OAC*	*—)*

6. How many regular school year and summer school credits had you **successfully completed** up to the beginning of this school year – September, 2002? *(Do* ***not*** *count first semester credits in this school year.)*

Regular School Year Credits up to Sept. 2002 ☐☐
Summer School Credits ☐

7. What type of work are you thinking of doing when you have finished your education (for example, automotive mechanic, teacher, chef, dentist, computer programmer)? *(Please write below.)*

____

____

____

____

8. Have you participated in any of the following career-related experiences while in high school? *(Place a check mark beside* ***all*** *of your activities.)*

Career Fairs/Career Days ☐
Workplace/Industry Tours ☐
Job Shadowing ☐
Short-term work experience (1 to 4 weeks) ☐
Cooperative Education ☐
Ontario Youth Apprenticeship Program (OYAP) ☐
Other school-based work experiences *(please write below)* ☐

____

9. Are you taking a course(s) through cooperative education (co-op) this school year? *(Include both semesters.)*

Yes ☐
No ☐

a. Where is/was your cooperative education placement? *(e.g., auto repair shop, retirement home)*

____

b. If you answered 'Yes' to question 9, is/was your co-op experience related to your career plans?

Yes, closely related ☐
Yes, partly related ☐
No ☐
Don't know yet ☐

c. If you answered 'Yes' to question 9, what is the reason you are taking co-op? *(Place a check mark in **all** of the boxes that apply.)*

To gain useful work skills ☐
To explore a possible career ☐
To improve my chances of admission to college/university ☐
To apply my classroom learning to practical work experience ☐
To improve my chances of getting a part-time or summer job ☐
To have a change from the regular classroom ☐
Other *(please write in)* ☐

____
____

10. If you did not take co-op this year, what is the **main** reason? *(Place a check mark in **only one** box.)*

Not interested in co-op ☐
Taking co-op would prevent me from taking a course(s) required for college or university ☐
No placement of interest to me was available ☐
Not possible to schedule co-op in my timetable ☐
Could not arrange transportation to placement ☐
Already have taken co-op ☐
Other *(please write in)* ☐

____
____
____

11. Are you participating in the Ontario Youth Apprenticeship Program (OYAP) this school year? *(Include first semester)*

Yes ☐
No ☐

12. Which of the following best describes what you expect to do in the future? *(Place a check mark in* ***only one*** *box.)*

Leave before graduating from high school and go directly to work	☐
Graduate from high school and go directly to work	☐
Graduate from high school and attend college	☐
Graduate from high school and attend university	☐
Graduate from high school and attend a private vocational school (e.g., a business institute, a computer training school)	☐
Graduate from high school and enter an apprenticeship program for a skilled trade (e.g., to be an electrician, plumber or hairdresser)	☐
Other *(please write in)*	☐
Uncertain	☐

13. Do you plan to take off a year or more after high school before attending college or university? *(Place a check mark in* ***only one*** *box.)*

Yes	☐
No	☐
Do not know	☐
Do not plan to attend college or university	☐

a. If you answered 'Yes' to question 13, why do you plan to take off a year or more? *(Place a check mark in* ***all*** *of the boxes* that apply.)

To take a break from school	☐
To avoid the double cohort	☐
To make money to be able to pay for college or university	☐
Do not plan to attend college or university	☐
Other (please write below)	☐

14. How many years do you expect to take to graduate and leave high school, including Grade 9? *(Place a check mark in* ***only one*** *box.)*

Five years	☐
More than five years	☐
Do not expect to graduate	☐
Do not know	☐

15. If you have applied to a university or college this year (for Fall 2003), please indicate below how many you applied to.

If you have **not** applied to a university or college this year, check this box. ☐

	Number applied to
Ontario colleges	☐
Ontario universities	☐
Colleges outside Ontario	☐
Universities outside Ontario	☐
Colleges/universities outside of Canada	☐

16. How important have each of the following been in influencing your educational and career plans?

	Very Important	**Somewhat Important**	**Not very Important**	**Not at all Important**
Parent(s) or guardian(s)	☐	☐	☐	☐
Teacher-Adviser Group or Program (TAG or TAP)	☐	☐	☐	☐
Teacher(s)	☐	☐	☐	☐
Guidance counsellor	☐	☐	☐	☐
Friend(s)	☐	☐	☐	☐
Someone you admire who does the work you would like to do	☐	☐	☐	☐
Participation in career-related activities (e.g., co-op, work experience, Ontario Youth Apprenticeship Program)	☐	☐	☐	☐
Career information (e.g., from TV, internet, newspapers, brochures)	☐	☐	☐	☐
Other *(please write below)*	☐	☐	☐	☐

____

____

17. Were you able to take all the courses you requested this school year?

Yes ☐
No ☐

a. If you answered 'No' to question 17, **what** was the course(s) (course type and grade) you could not take, and **why** could you not take it (them)? *(Place a check mark in **only one** box per course.)*

Course, Course Type & Grade
(e.g., Visual Arts, OAC, —; French, Advanced, 12)

____

Course not available ☐
Course conflicted with other courses ☐
Not enough students to offer course ☐
Already had eight courses ☐
Course was full ☐
Other *(Please write in)* ☐

____

Course, Course Type & Grade

____

Course not available ☐
Course conflicted with other courses ☐
Not enough students to offer course ☐
Already had eight courses ☐
Course was full ☐
Other *(Please write in)* ☐

____

Thank you very much for completing this questionnaire.

Appendix B

Tables B1 – B39

APPENDIX B – TABLES

		Page
Table B1:	Post-Secondary Plans (% in Grade 11, Grade 12 & 5th Year)	B-1
Table B2:	Post-Secondary Plans, by Gender – Grade 12	B-1
Table B3:	Years Expected to Graduate, by Post-Secondary Plans – Grade 12	B-1
Table B4:	Reason for Planning to Take Time Off (% Yes, Grade 11, Grade 12 & 5th Year)	B-2
Table B5:	Reason for Taking Summer School Courses, by Post-Secondary Plans – Grade 12	B-2
Table B6:	Reason for Taking Summer School Courses, by Post-Secondary Plans – 5th Year	B-2
Table B7:	Hours per Week Spent on Homework, by Post-Secondary Plans Grade 11	B-3
Table B8:	Hours per Week Spent on Homework, by Post-Secondary Plans Grade 12	B-3
Table B9:	Part-Time Work by Post-Secondary Plans – Grade 12	B-3
Table B10:	Part-Time Work, by Post-Secondary Plans – 5th Year	B-4
Table B11:	Influence of Parents or Guardians on Educational and Career Plans, by Post-Secondary Plans – Grade 11	B-4
Table B12:	Influence of Teacher-Adviser on Educational and Career Plans, by Post-Secondary Plans – Grade 11	B-4
Table B13:	Influence of Teachers on Educational and Career Plans, by Post-Secondary Plans – Grade 11	B-5
Table B14:	Influence of Guidance Counsellor on Educational and Career Plans, by Post-Secondary Plans – Grade 11	B-5
Table B15:	Influence of Friends on Educational and Career Plans, by Post-Secondary Plans – Grade 11	B-6
Table B16:	Influence of Someone You Admire on Educational and Career Plans, by Post-Secondary Plans – Grade 11	B-6

Page

Table B17: Influence of Participation in Career-Related Activities on Educational and Career Plans, by Post-Secondary Plans – Grade 11 B-7

Table B18: Influence of Career Information on Educational and Career Plans, by Post-Secondary Plans – Grade 11 B-7

Table B19: Influence of Parents or Guardians on Educational and Career Plans, by Post-Secondary Plans – Grade 12 B-8

Table B20: Influence of Teacher-Adviser Program on Educational and Career Plans, by Post-Secondary Plans – Grade 12 B-8

Table B21: Influence of Teachers on Educational and Career Plans, by Post-Secondary Plans – Grade 12 B-9

Table B22: Influence of Guidance Counsellor on Educational and Career Plans, by Post-Secondary Plans – Grade 12 B-9

Table B23: Influence of Friends on Educational and Career Plans, by Post-Secondary Plans – Grade 12 B-10

Table B24: Influence of Someone You Admire on Educational and Career Plans, by Post-Secondary Plans – Grade 12 B-10

Table B25: Influence of Participation in Career-Related Activities on Educational and Career Plans, by Post-Secondary Plans – Grade 12 B-11

Table B26: Influence of Career Information on Educational and Career Plans, by Post-Secondary Plans – Grade 12 B-11

Table B27: Influence of Parents or Guardians on Educational and Career Plans, by Post-Secondary Plans – 5th Year B-12

Table B28: Influence of Teacher-Adviser Program on Educational and Career Plans, by Post-Secondary Plans – 5th Year B-12

Table B29: Influence of Teachers on Educational and Career Plans, by Post-Secondary Plans – 5th Year B-13

Table B30: Influence of Guidance Counsellor on Educational and Career Plans, by Post-Secondary Plans – 5th Year B-13

Table B31: Influence of Friends on Educational and Career Plans, by Post-Secondary Plans – 5th Year B-14

Page

Table B32: Influence of Someone You Admire on Educational and Career Plans, by Post-Secondary Plans – 5th Year B-14

Table B33: Influence of Participation in Career-Related Activities on Educational and Career Plans, by Post-Secondary Plans – 5th Year B-15

Table B34: Influence of Career Information on Educational and Career Plans, by Post-Secondary Plans – 5th Year B-15

Table B35: Taking Co-op Course(s) This Year, by Post-Secondary Plans Grade 11 B-16

Table B36: Taking Co-op Course(s) This Year, by Post-Secondary Plans Grade 12 B-16

Table B37: Taking Co-op Course(s) This Year, by Post-Secondary Plans 5th Year B-16

Table B38: Is Co-op Experience Related to Career Plans, by Gender (% Grade 11, Grade 12 & 5th Year in 2003) B-17

Table B39: Participated in Career-Related Experiences (% 'Yes' Grades 11, 12 & 5th Year) B-17

Table B1: Post-Secondary Plans (% in Grade 11, Grade 12 & 5th Year)

Post-secondary plans	Grade 11	Grade 12	5th Year
Not graduate			0.6
Graduate and work	5.7	7.9	5.9
College	34.8	36.7	26.1
University	48.3	44.3	60.5
Private vocational school	0.8	1.1	0.7
Apprentice	4.5	4.3	2.0
Other	1.3	2.6	1.3
Uncertain	4.5	3.2	2.8

Table B2: Post-Secondary Plans, by Gender – Grade 12

		Gender	
		Female	Male
Plans	Not graduate	0.4	1.0
	Grad and work	5.1	9.4
	College	35.5	37.9
	University	51.6	36.8
	Grad and private vocational school	0.8	1.3
	Grad and apprenticeship	1.5	7.2
	Other	2.4	2.9
	Uncertain	2.7	3.7

Table B3: Years Expected to Graduate, by Post-Secondary Plans – Grade 12

		Years expected to graduate					
		4 years	4.5 years	5 years	More than 5 years	Don't expect to graduate	Do not know
Plans	Not graduate	45.8	14.0	16.8	5.6	7.5	10.3
	Grad and work	48.2	21.0	19.8	4.6	0.2	6.2
	College	60.9	19.7	15.6	1.3	0.1	2.4
	University	75.4	10.9	11.6	0.3	0.0	1.8
	Grad and private vocational school	55.2	23.3	15.1	0.6	0.6	5.2
	Grad and apprenticeship	48.8	25.5	19.4	2.5	0.0	3.8
	Other	45.8	25.2	20.8	3.1	1.2	4.0
	Uncertain	39.3	23.8	19.7	4.3	0.2	12.8

Table B4: Reason for Planning to Take Time Off (% Yes, Grade 11, Grade 12 & 5th Year)

Reason	Grade 11	Grade 12	5th Ye
To take break from school	34.6	36.1	38.5
To avoid the double cohort	N/A	34.6	32.5
To make money for college or university	75.9	71.1	72.8
Do not plan to attend college or university	2.3	2.5	3.2
Other	15.6	15.5	15.2

Table B5: Reason for Taking Summer School Courses, by Post-Secondary Plans – Grade 12

		Reason for summer school			
		To make up a credit	To raise a passing mark	To graduate sooner	Other
Plans	Not graduate	76.9	15.4	7.7	0.0
	Grad and work	88.6	4.5	1.5	5.3
	College	74.8	14.0	3.8	7.4
	University	39.9	23.4	7.4	29.3
	Grad and private vocational school	70.8	20.8	0.0	8.3
	Grad and apprenticeship	78.8	7.6	1.5	12.1
	Other	71.1	18.4	0.0	10.5
	Uncertain	81.4	10.2	0.0	8.5

Table B6: Reason for Taking Summer School Courses, by Post-Secondary Plans – 5th Year

		Reason for summer school			
		To make up a credit	To raise a passing mark	To graduate sooner	Other
Plans	Not graduate	100.0	0.0	0.0	0.0
	Grad and work	75.8	9.1	9.1	6.1
	College	53.1	25.6	9.4	11.9
	University	23.1	22.1	16.8	38.0
	Grad and private vocational school	50.0	25.0	0.0	25.0
	Grad and apprenticeship	70.0	0.0	25.0	5.0
	Other	46.7	0.0	26.7	26.7
	Uncertain	63.3	10.0	10.0	16.7

Table B7: Hours per Week Spent on Homework, by Post-Secondary Plans – Grade 11

		Hours per week spent on homework				
		0-2	3-5	6-10	11-15	16 or more
Plans	Not graduate	55.4	21.5	12.3	1.5	9.2
	Grad and work	48.9	27.7	17.0	3.4	3.0
	College	29.4	32.7	27.8	6.4	3.6
	University	8.9	20.4	36.6	16.7	17.5
	Grad and private vocational school	29.5	28.8	29.5	7.9	4.3
	Grad and apprenticeship	47.4	29.5	16.9	4.1	2.0
	Other	38.6	24.8	22.4	8.3	5.9
	Uncertain	31.4	31.8	26.0	6.4	4.4

Table B8: Hours per Week Spent on Homework, by Post-Secondary Plans – Grade 12

		Hours per week spent on homework				
		0-2	3-5	6-10	11-15	16 or more
Plans	Not graduate	51.1	25.0	18.2	3.4	2.3
	Grad and work	44.3	27.8	20.2	4.2	3.6
	College	24.1	29.5	30.9	8.5	7.0
	University	5.1	14.3	32.2	20.4	28.0
	Grad and private vocational school	25.5	21.7	29.8	12.4	10.6
	Grad and apprenticeship	45.6	29.0	19.5	3.3	2.5
	Other	28.0	27.1	24.4	10.0	10.5
	Uncertain	27.6	27.6	29.2	7.4	8.2

Table B9: Part-Time Work, by Post-Secondary Plans – Grade 12

		Part-time work	
		No	Yes
Plans	Not graduate	41.3	58.7
	Grad and work	38.7	61.3
	College	34.7	65.3
	University	41.0	59.0
	Grad and private vocational school	39.3	60.7
	Grad and apprenticeship	29.9	70.1
	Other	39.1	60.9
	Uncertain	41.8	58.2

Table B10: Part-Time Work, by Post-Secondary Plans – 5th Year

		Part-time work	
		No	Yes
Plans	Not graduate	43.2	56.8
	Grad and work	43.8	56.3
	College	32.4	67.6
	University	31.2	68.6
	Grad and private vocational school	46.3	53.7
	Grad and apprenticeship	35.5	64.5
	Other	27.0	73.0
	Uncertain	41.7	58.3

Table B11: Influence of Parents or Guardians on Educational and Career Plans, by Post-Secondary Plans – Grade 11

		Influence of Parents or Guardians			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	38.8	40.3	9.0	11.9
	Grad and work	49.4	33.8	10.8	6.0
	College	49.5	36.5	10.3	3.7
	University	52.4	36.0	9.0	2.6
	Grad and private vocational school	45.4	36.2	14.2	4.3
	Grad and apprenticeship	44.9	40.2	11.5	3.4
	Other	35.9	36.3	17.6	10.3
	Uncertain	36.0	42.0	15.1	6.9

Table B12: Influence of Teacher-Adviser Program on Educational and Career Plans, by Post-Secondary Plans – Grade 11

		Influence of Teacher-Adviser Program			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	11.9	25.4	22.4	40.3
	Grad and work	5.3	26.1	32.1	36.5
	College	5.3	25.5	34.9	34.3
	University	3.0	16.8	34.3	45.9
	Grad and private vocational school	2.9	20.7	39.3	37.1
	Grad and apprenticeship	3.9	21.9	34.6	39.6
	Other	4.3	19.0	29.5	47.3
	Uncertain	3.3	17.6	31.9	47.2

Table B13: Influence of Teachers on Educational and Career Plans, by Post-Secondary Plans – Grade 11

		Influence of Teachers			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	16.4	22.4	31.3	29.9
	Grad and work	16.8	39.0	28.7	15.6
	College	16.9	45.1	27.4	10.6
	University	15.3	47.4	28.3	9.1
	Grad and private vocational school	14.8	40.1	33.8	11.3
	Grad and apprenticeship	12.5	47.5	26.5	13.5
	Other	15.8	40.8	25.0	18.5
	Uncertain	10.1	43.8	28.5	17.5

Table B14: Influence of Guidance Counsellor on Educational and Career Plans, by Post-Secondary Plans – Grade 11

		Influence of Guidance Counsellor			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	10.8	27.7	23.1	38.5
	Grad and work	12.8	31.9	28.4	27.0
	College	15.9	37.2	28.5	18.4
	University	12.0	34.7	30.8	22.5
	Grad and private vocational school	12.8	36.9	27.0	23.4
	Grad and apprenticeship	13.0	33.1	30.0	24.0
	Other	12.8	32.3	28.0	26.8
	Uncertain	10.1	30.1	31.3	28.5

Table B15: Influence of Friends on Educational and Career Plans, by Post-Secondary Plans – Grade 11

		Influence of Friends			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	32.3	30.8	16.9	20.0
	Grad and work	31.7	38.7	19.1	10.6
	College	23.4	40.3	26.0	10.2
	University	13.6	39.5	33.5	13.4
	Grad and private vocational school	21.3	35.3	26.5	16.9
	Grad and apprenticeship	22.3	41.3	25.0	11.4
	Other	23.0	36.3	25.4	15.2
	Uncertain	17.3	38.9	30.0	13.8

Table B16: Influence of Someone You Admire on Educational and Career Plans, by Post-Secondary Plans – Grade 11

		Influence of Someone You Admire			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	32.8	35.8	16.4	14.9
	Grad and work	30.1	36.2	20.3	13.5
	College	28.6	36.9	21.7	12.8
	University	26.3	37.7	21.6	14.3
	Grad and private vocational school	34.5	38.7	14.1	12.7
	Grad and apprenticeship	35.3	31.4	19.5	13.7
	Other	29.8	36.4	17.4	16.3
	Uncertain	23.8	35.0	23.0	18.2

Table B17: Influence of Participation in Career-Related Activities on Educational and Career Plans, by Post-Secondary Plans – Grade 11

		Influence of Participation in Career-Related Activities			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	15.2	30.3	21.2	33.3
	Grad and work	14.7	28.7	27.4	29.2
	College	16.6	22.6	27.5	27.3
	University	10.4	22.1	29.8	37.7
	Grad and private vocational school	18.3	21.1	27.5	33.1
	Grad and apprenticeship	29.2	30.5	20.3	20.0
	Other	12.8	25.2	27.9	34.1
	Uncertain	10.0	22.6	26.5	40.9

Table B18: Influence of Career Information on Educational and Career Plans, by Post-Secondary Plans – Grade 11

		Influence of Career Information			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	24.2	34.8	15.2	25.8
	Grad and work	19.8	32.1	30.4	17.7
	College	23.6	42.6	23.1	10.7
	University	23.6	42.8	21.9	11.6
	Grad and private vocational school	29.8	37.6	17.0	15.6
	Grad and apprenticeship	20.2	37.0	26.5	16.3
	Other	21.2	33.7	21.2	23.9
	Uncertain	15.4	42.2	25.4	17.0

Table B19: Influence of Parents or Guardians on Educational and Career Plans, by Post-Secondary Plans – Grade 12

		Influence of Parents or Guardians			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	40.4	33.7	10.6	15.4
	Grad and work	44.2	37.7	12.8	5.3
	College	47.8	37.2	10.6	4.5
	University	48.9	38.5	9.7	2.9
	Grad and private vocational school	38.4	37.8	15.7	8.1
	Grad and apprenticeship	45.3	39.1	10.6	5.0
	Other	39.6	40.1	12.7	7.5
	Uncertain	34.0	41.8	16.3	7.8

Table B20: Influence of Teacher-Adviser Program on Educational and Career Plans, by Post-Secondary Plans – Grade 12

		Influence of Teacher-Adviser Program			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	5.9	29.4	24.5	40.2
	Grad and work	5.2	22.1	31.5	41.2
	College	4.9	21.4	32.2	41.5
	University	2.8	12.4	30.2	54.6
	Grad and private vocational school	3.5	21.2	28.8	46.5
	Grad and apprenticeship	4.3	21.3	29.1	45.3
	Other	2.9	13.9	27.5	55.7
	Uncertain	3.3	12.0	30.1	54.6

Table B21: Influence of Teachers on Educational and Career Plans, by Post-Secondary Plans – Grade 12

		Influence of Teachers			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	18.4	23.3	33.0	25.2
	Grad and work	13.9	39.3	27.6	19.1
	College	13.8	42.4	29.7	14.1
	University	13.3	43.9	30.0	12.9
	Grad and private vocational school	15.3	36.5	28.8	19.4
	Grad and apprenticeship	12.3	42.8	28.0	16.9
	Other	15.6	37.4	26.5	20.4
	Uncertain	10.4	36.9	32.2	20.5

Table B22: Influence of Guidance Counsellor on Educational and Career Plans, by Post-Secondary Plans – Grade 12

		Influence of Guidance Counsellor			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	16.5	24.7	30.9	27.8
	Grad and work	13.1	32.3	29.1	25.5
	College	15.1	36.4	28.3	20.3
	University	10.7	31.3	32.4	25.5
	Grad and private vocational school	10.7	29.2	31.5	28.6
	Grad and apprenticeship	11.8	31.6	31.5	25.1
	Other	12.8	29.9	27.8	29.5
	Uncertain	8.4	29.2	32.0	30.4

Table B23: Influence of Friends on Educational and Career Plans, by Post-Secondary Plans – Grade 12

		Influence of Friends			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	28.7	38.6	14.9	17.8
	Grad and work	23.7	42.4	24.1	9.9
	College	19.5	40.1	28.2	12.1
	University	11.6	38.8	34.7	14.9
	Grad and private vocational school	19.3	35.1	30.4	15.2
	Grad and apprenticeship	15.0	41.6	29.2	14.2
	Other	17.9	36.4	29.9	15.8
	Uncertain	15.5	38.4	31.7	14.5

Table B24: Influence of Someone You Admire on Educational and Career Plans, by Post-Secondary Plans – Grade 12

		Influence of Someone You Admire			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	28.0	33.0	15.0	24.0
	Grad and work	26.9	36.5	21.7	14.9
	College	27.9	35.2	21.9	15.0
	University	24.9	37.7	22.1	15.3
	Grad and private vocational school	33.9	32.7	18.1	15.2
	Grad and apprenticeship	31.9	34.1	20.8	13.3
	Other	25.7	37.0	18.6	18.6
	Uncertain	20.5	33.9	22.8	22.8

Table B25: Influence of Participation in Career-Related Activities on Educational and Career Plans, by Post-Secondary Plans – Grade 12

		Influence of Participation in Career-Related Activities			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	23.8	23.8	22.8	29.7
	Grad and work	16.5	27.4	26.3	29.7
	College	18.9	25.3	24.8	31.0
	University	10.9	20.1	26.8	42.2
	Grad and private vocational school	20.1	21.3	22.5	36.1
	Grad and apprenticeship	36.1	26.5	18.3	19.1
	Other	13.7	21.3	23.5	41.5
	Uncertain	11.6	20.5	21.5	46.5

Table B26: Influence of Career Information on Educational and Career Plans, by Post-Secondary Plans – Grade 12

		Influence of Career Information			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	19.6	26.8	21.6	32.0
	Grad and work	17.0	37.4	25.1	20.5
	College	20.9	41.0	23.9	14.2
	University	18.8	41.2	24.5	15.6
	Grad and private vocational school	24.7	40.4	21.1	13.9
	Grad and apprenticeship	15.9	33.5	31.0	19.6
	Other	20.2	36.1	23.9	19.8
	Uncertain	11.9	38.1	27.7	22.3

Table B27: Influence of Parents or Guardians on Educational and Career Plans, by Post-Secondary Plans – 5th Year

		Influence of Parents or Guardians			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	46.7	35.6	6.7	11.1
	Grad and work	47.4	34.3	9.0	9.3
	College	43.3	39.0	12.8	4.9
	University	48.4	38.6	10.4	2.7
	Grad and private vocational school	53.8	25.0	15.4	5.8
	Grad and apprenticeship	49.7	35.3	11.1	3.9
	Other	35.0	35.0	15.0	15.0
	Uncertain	31.8	44.1	15.2	9.0

Table B28: Influence of Teacher-Adviser Program on Educational and Career Plans, by Post-Secondary Plans – 5th Year

		Influence of Teacher-Adviser Program			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	18.4	10.5	18.4	52.6
	Grad and work	4.6	25.0	28.4	42.0
	College	5.4	19.1	30.5	45.1
	University	2.5	12.4	28.0	57.2
	Grad and private vocational school	3.9	29.4	31.4	35.3
	Grad and apprenticeship	2.0	24.8	28.9	44.3
	Other	7.2	16.5	16.5	59.8
	Uncertain	4.4	12.6	22.3	60.7

Table B29: Influence of Teachers on Educational and Career Plans, by Post-Secondary Plans 5th Year

		Influence of Teachers			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	21.4	31.0	26.2	21.4
	Grad and work	15.1	41.8	25.8	17.4
	College	15.2	40.3	30.5	13.9
	University	13.8	44.7	29.9	11.7
	Grad and private vocational school	9.6	48.1	23.1	19.2
	Grad and apprenticeship	18.0	42.0	26.7	13.3
	Other	17.0	35.0	26.0	22.0
	Uncertain	12.9	35.4	28.2	23.4

Table B30: Influence of Guidance Counsellor on Educational and Career Plans, by Post-Secondary Plans – 5th Year

		Influence of Guidance Counsellor			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	20.0	20.0	30.0	30.0
	Grad and work	11.7	35.9	23.4	29.0
	College	14.8	36.4	28.4	20.4
	University	10.8	31.9	31.6	25.7
	Grad and private vocational school	9.6	30.8	34.6	25.0
	Grad and apprenticeship	17.9	29.1	34.4	18.5
	Other	9.2	27.6	25.5	37.8
	Uncertain	11.2	25.7	29.1	34.0

Table B31: Influence of Friends on Educational and Career Plans, by Post-Secondary Plans – 5th Year

		Influence of Friends			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	14.3	33.3	28.6	23.8
	Grad and work	25.2	41.2	23.1	10.5
	College	20.0	40.1	27.2	12.7
	University	11.7	40.3	33.8	14.2
	Grad and private vocational school	16.0	42.0	26.0	16.0
	Grad and apprenticeship	29.6	36.8	27.6	5.9
	Other	26.5	30.6	23.5	19.4
	Uncertain	20.4	38.8	29.6	11.2

Table B32: Influence of Someone You Admire on Educational and Career Plans, by Post-Secondary Plans – 5th Year

		Influence of Someone You Admire			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	27.5	25.0	32.5	15.0
	Grad and work	31.0	32.6	19.1	17.2
	College	26.7	39.3	19.7	14.3
	University	26.9	37.7	22.0	13.4
	Grad and private vocational school	24.5	45.3	15.1	15.1
	Grad and apprenticeship	34.7	30.6	25.9	8.8
	Other	33.7	33.7	11.2	21.4
	Uncertain	24.5	31.7	20.2	23.6

Table B33: Influence of Participation in Career-Related Activities on Educational and Career Plans, by Post-Secondary Plans – 5th Year

		Influence of Participation in Career-Related Activities			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	23.1	7.7	28.2	41.0
	Grad and work	18.6	24.1	24.3	33.0
	College	20.7	25.0	22.9	31.4
	University	16.3	20.0	26.2	37.5
	Grad and private vocational school	19.2	32.7	15.4	32.7
	Grad and apprenticeship	37.4	27.9	17.7	17.0
	Other	14.9	14.9	20.2	50.0
	Uncertain	17.0	14.6	24.3	44.2

Table B34: Influence of Career Information on Educational and Career Plans, by Post-Secondary Plans – 5th Year

		Influence of Career Information			
		Very Important	Somewhat Important	Not Very Important	Not At All Important
Plans	Not graduate	10.3	15.4	35.9	38.5
	Grad and work	16.2	36.0	26.3	21.5
	College	22.6	41.7	22.5	13.2
	University	19.2	41.7	24.0	15.1
	Grad and private vocational school	21.2	36.5	25.0	17.3
	Grad and apprenticeship	20.3	39.2	21.7	18.9
	Other	21.9	36.5	19.8	21.9
	Uncertain	15.0	38.8	20.4	25.7

Table B35: Taking Co-op Course(s) This Year, by Post-Secondary Plans – Grade 11

		Taking Co-op Courses	
		No	Yes
Plans	Not graduate	83.1	16.9
	Grad and work	84.8	15.2
	College	86.8	13.2
	University	93.0	7.0
	Grad and private vocational school	92.6	7.4
	Grad and apprenticeship	81.1	18.9
	Other	89.7	10.3
	Uncertain	90.7	9.3

Table B36: Taking Co-op Course(s) This Year, by Post-Secondary Plans – Grade 12

		Taking Co-op Courses	
		No	Yes
Plans	Not graduate	65.7	34.3
	Grad and work	73.2	26.8
	College	74.4	25.6
	University	93.6	6.4
	Grad and private vocational school	79.2	20.8
	Grad and apprenticeship	60.6	39.4
	Other	81.3	18.7
	Uncertain	82.4	17.6

Table B37: Taking Co-op Course(s) This Year, by Post-Secondary Plans – 5th Year

		Taking Co-op Courses	
		No	Yes
Plans	Not graduate	73.7	26.3
	Grad and work	74.6	25.4
	College	81.3	18.7
	University	92.7	7.3
	Grad and private vocational school	69.8	30.2
	Grad and apprenticeship	66.9	33.1
	Other	89.6	10.4
	Uncertain	84.0	16.0

Table B38: Is Co-op Experience Related to Career Plans, by Gender (% Grade 11, Grade 12 & 5th Year in 2003)

Related to Career Plans	Grade 11		Grade 12		5th Year	
	M	F	M	F	M	F
Yes, closely related	46.3	52.2	48.5	55.6	46.6	56.4
Yes, partly related	22.8	24.5	26.0	23.2	27.8	25.3
No	16.6	10.6	16.0	12.7	17.6	12.4
Don't know yet	14.4	12.7	9.5	8.5	8.0	5.9

Table B39: Participated in Career-Related Experiences (% 'Yes' Grades 11, 12 & 5th Year)

Experiences	Grade 11	Grade 12	5th Year
Career Fairs/Career Days	45.6	49.5	41.8
Workplace/Industry Tours	21.6	22.5	21.5
Job Shadowing	30.9	30.9	27.0
Short-term work experience (1-4 weeks)	8.2	8.2	8.6
Cooperative Education	9.9	21.3	26.5
Ontario Youth Apprenticeship Program (OYAP)	1.2	1.9	1.2
Other school-based work experience	6.1	5.5	6.5